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ABSTRACT

This document contains papers from a variety of sources related to the topic of teacher evaluation. Following a brief introduction, chapter two provides a definition of evaluation. Chapter three outlines some current problems in appraisal and suggests a new approach. Chapter four contains four models of appraisal procedure: classroom observations, rating scales, the Redfern Model, and the Battelle Self Appraisal Instrument. Chapter five is a review of research on teacher appraisal and teaching effectiveness. Chapter six is concerned with the analysis of research findings. Chapter seven is the official position paper of the Ohio Education Association on teacher evaluation. Chapter eight contains 17 specific suggestions for improving the ability of the individual to perform his assigned responsibilities. Chapter nine gives the teacher evaluation position of the New Jersey Education Association. Chapter 10 lists guidelines developed by the St. Louis Suburban Teachers Association. Chapter 11 includes a selected list of systems and resources on the evaluation of instruction and of educators. Chapter 12 contains the instruments for the evaluation program of the Akron Public Schools and Chapter 13 the program for the Toledo Public Schools. Chapter 14 lists examples of position descriptions, Chapter 15 contains material for administrative and supervisory evaluation, and Chapter 16 gives the fair dismissal standards of NEA. (MBM)

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OEA-Instructional Services Division

INTERFACE
ON
LEARNING

Teacher Evaluation

Another Service for You From the Ohio Education Association

SP005415

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FOREWORD

You will find enclosed some materials from the Instructional Services Division relative to the topic of Teacher Evaluation. Since this particular concern has been intensified in many local associations, the Ohio Education Association Executive Committee felt compelled to develop an official position paper on the topic of Teacher Evaluation. You will note that the first enclosure is a copy of this official statement as adopted by the Ohio Education Association's Executive Committee on August 29, 1970.

This position statement and the accompanying material draw attention to the Ohio Education Association's belief that Teacher Evaluation should be based on the premise of assisting the individual staff member in becoming a better teacher. The Ohio Education Association believes that each teacher should identify goals for self improvement. However, this self improvement is contingent upon the type of assistance that teacher gets in bringing about this self improvement. It is therefore necessary that there be a concomitant commitment necessary from the school administration. In other words, we believe that Teacher Evaluation can and should be directed toward each teacher developing their own needs for in-service education. It is the school board's responsibility through its administrative staff to not only permit, but bring about this in-service education.

This information enclosed is sent to you in the spirit of that position statement.

Edward F. Jirik, Ph.D., Director
Instructional Services

I. INTRODUCTION

Teaching is a process -- and an extremely complex one. In more than a half century of serious research on teacher competence, no one has yet produced dependable knowledge about what good teaching is and how it can be measured, according to a publication of the NEA called "Who's a Good Teacher?" While it is difficult to predict what qualities will make a teacher successful, the report has this to say about unsuccessful teachers, ". . .poor maintenance of discipline and lack of cooperation tend to be found as the chief causes of failure."

The appraisal of teachers and of teaching competence is a technical function, but one that can not be shunned. One appraisal of the impact upon the staff of evaluation is by such data as rate of teacher turnover, measures of morale, extent of the effort made by teachers to improve themselves professionally, and the number of grievances and complaints made by parents.

You do not appraise teaching; you appraise the conditions that you can modify to stimulate great teaching. We may not be able to measure it accurately, but everyone agrees that good teaching is the most important element in a sound educational program.

There are dozens of instruments designed to measure process items and to offer scores on a scale of school quality. Remember that all such approaches are based upon inferences about the probable effect of each such process item on student learning. There is a strong element of faith in the approach--faith that small classes, lovely school buildings, well-prepared teachers, excellent materials of instruction will result in better education.

II. WHAT IS -- EVALUATION

In his Dictionary of Education, Good defines evaluation as "consideration of evidence in the light of value standards and in terms of the particular situation and the goals which the group or individual is striving to attain."[1]

Both of these definitions embody elements essential to an understanding of the true concept of teacher evaluation:

1. It is a process, and a process involves steps and operations. An effective program is continuous and involves observations, conferences, and written reports and recommendations.
2. Evidence on teaching performance (oftentimes called data) is considered in the light of value standards and in terms of the particular situation in which the person being evaluated operates.
3. The evaluation does not consist merely in collecting evidence or data. Doing so is only one step in the process. The evidence must itself be evaluated, with a view to assisting the evaluee to increase his competence.
4. In arriving at a judgment of the value of a teacher's performance, the evaluator considers the objectives of the school system and the teacher's immediate goals aimed at helping to attain those objectives.

The effective teacher evaluation program is continuous or ongoing. It provides for classroom and general observations; for self-evaluation; for conferences between the evaluator and person being evaluated, at which problems are identified and plans laid for adequate and appropriate assistance; and for written reports and recommendations.

In educational literature, the terms evaluation and appraisal are used virtually interchangeably. In fact, Good gives the definition cited above for both terms. The term rating should, as will be seen later, be considered as more limited than evaluation.

Since administrators must make judgements concerning the competence of teachers when they are hired, assigned, placed on tenure, promoted, or transferred, all teachers are evaluated or appraised. If the school system does not have an adequate evaluation program, the necessary decisions are often made on the spur of the moment, and at times on hunch. Here we are discussing a more formal program of teacher evaluation in which judgments concerning teacher competence are made through a carefully planned process of appraisal.

A Complex and Controversial Matter

Teacher evaluation is complex, and rightly so. It requires that human behavior be evaluated, and this is never easy. Contributing to the complexity of teacher evaluation is the very nature of teaching. In teaching, the teacher brings into play a complex of interrelated knowledge and skills, attitudes and understandings. This interplay creates an atmosphere that pervades the classroom and gives it vitality and meaning. It also makes it extremely difficult to judge good teaching in a given situation.

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[1] Carter V. Good, Dictionary of Education, 2d ed. (New York: McGraw-Hill Book Company, 1959), p. 209.

The controversial nature of teacher evaluation poses two overriding questions: (1) should it be done and (2) if so, how. Today the administrators of more and more school systems, and more and more teacher groups, are recognizing the importance of tackling the difficult problems of teacher evaluation. Though there does not exist--and never will exist--a formula that will make teacher evaluation easy and assure its success, a consensus is developing on certain baffling problems.

The focus--on the teacher or his performance? One of the aspects of teacher evaluation that often baffles both administrators and teachers is whether the teacher as a person or his teaching performance should be the focal point of evaluation. Throughout this discussion, the type of teacher evaluation being discussed means a systematic process by which persons who have some business in doing so--principals, other administrators, and the teachers themselves--set out to place a value on the teachers' contribution to the school system. This definition indicates a primary focus on teaching performance.

On the other hand, what a teacher is and what he does has a bearing on his classroom performance and how he carries out his responsibilities. Recognizing this, Gale W. Rose proposes four main focal points for evaluating total teacher performance: [2]

- The teacher as a person--his personal traits and characteristics
- The teacher as a person teaching--his performance on the job
- The teacher as an expert in content--his competence with the curriculum
- The teacher as one who produces results--the effects of his teaching

Rose clearly depicts the relationships between these focal points (under which he develops criteria for teacher evaluation) in this manner:

- The teacher as a person (including not only his attitudes, values, and personality, but also his education, experience, and qualifications) influences.
- His teaching behavior (his style: the specific acts of teaching) to which is added
- The content of his teaching (subject matter: knowledge, skills, and attitudes), which leads to
- Effects on pupils

Though what the teacher is certainly does have an effect on the quality of his teaching, primary focus should nonetheless be on performance. The basis for teacher evaluation should be, not whether he possesses (and to what degree) certain talents and desirable attitudes, but the extent to which he uses those attributes in behalf of his pupils.

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[2] "Establish and Maintain and Effective Program of Teacher Evaluation," School Executive's Guide (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 72.

III. APPRAISING TEACHER PERFORMANCE

It all hinges on the teacher. In the last analysis, what makes the difference in education is how the teacher does his job. In his hands lie the realization of the goals and objectives for which youngsters go to school and the public pays. The administration, the money, the buildings, the materials, and everything else in the school system are there to given the teacher the space, means, and time to teach effectively.

Since the teacher is so critical to the educational process, it is essential for school management to know what he is doing and how well. If something is going poorly in the classroom, school management is responsible to know it and to correct it. If something is going particularly well, management must give it every encouragement to continue, and, if possible, to grow.

As a result, most school administrators find it necessary to adopt a program of appraising each teacher -- to learn about his performance and to evaluate it on the basis of given standards. Appraisal is supposed to provide a continuous check on the strengths and weaknesses of the teacher, thus, management can take appropriate steps to maintain the quality level of instruction if and when any action is needed.

Teachers, on the other hand, generally don't like appraisal. They suspect any measure designed to assess the quality of their teaching, and often oppose appraisal programs. This is far from simple obstructionism; teachers recognize the administration's need to know. But, teachers have quite a stake in appraisal, too! The results are the major basis for promotions, pay raises, and, of course, dismissals. Their careers are in the appraiser's hands. If teachers are to submit to an appraisal of their performance, they have every right to make sure that the criteria and method of assessment that are used produce credible results.

This is the point at issue, credibility. Teachers say: (1) that the standards for evaluating what is effective teaching are too vague and ambiguous to be worth anything, (2) that current appraisal techniques fall far short of collecting information that truly characterizes their performance, and (3) that the ultimate rating depends too much on the appraiser. As a result, teachers see nothing to be gained from appraisal. In fact, they have become convinced that present-day appraisal practice does more to interfere with the professional spirit of quality teaching than to nurture it.

Because of these divergent views, appraisal has become a fundamental issue that has raised a wall between school management and teachers. Administrators are frustrated in getting what they believe is needed information. Teacher job anxiety increases. The situation has reached the point where more and more teacher organizations want to treat appraisal as a negotiable contract item. If the situation persists, quality education, and thus all of us, will be the loser.

Source: Battelle Research Outlook--Volume 2 - Number 2, 1970--pp 17-21. Prepared by Dennis N. McFadden and E. Allen Scheneck.

The authors and their Battelle-Columbus colleagues have wrestled with this problem of teacher appraisal, looking for an answer that will satisfy both school management's needs and teachers' objections. Present appraisal practices have been analyzed critically. Dozens of school administrators and hundreds of teachers have been interviewed. The literature on learning theory, educational measurement, and child development has been studied, and specialists in these fields have been consulted. On this broad base, a method of appraising teachers has been developed that provides useful, constructive, valid information to school management on a continuing basis, and circumvents most of the factors that have disturbed the teachers.

PROBLEMS OF APPRAISAL PRACTICE TODAY

To get firmly in mind the direction in which appraisal should go and what should be avoided, we began our work by investigating current practice, including appraisal goals, standards for measuring teacher effectiveness, and procedures for carrying out the appraisal.

The Goals of Appraisal

Generally, appraisal is meant to be a quality control measure for maintaining high standards of teaching in the classroom. However, as commonly practiced, it serves too often as the basis for ranking teachers relative to merit pay, promotion, or dismissal -- in reflection of someone's judgments of their teaching performance. School management, then, is judge and jury, acting on testimony supplied by an appraiser. The teacher can do little to rebut this testimony. Indeed, a teacher is in a spot much like that of an apprentice auditioning for a job as target for a knife thrower. The judgments are the knives. If the appraiser is expert, the teacher will be neatly profiled; but, if the appraiser is not so expert--well, small wonder that teachers dread appraisal.

In any case, such an approach to appraisal gives not basis for constructive action. If appraisal is used only to rank teachers and to administer reward or punishment, it rarely changed anything. The proper goal of appraisal is not only to recognize quality, but, more importantly, to increase it.

Appraisal can be used as a foundation for the professional development of the teaching staff. It can not only provide a critique of a teacher's performance, but also guide actions to improve it. Appraisal can thus be positive and progressive, rather than negative and static. Moreover, when teachers see appraisal in this light they are bound to lose their fear and to recognize and accept appraisal as a measure useful to them as well as to school management.

In line with this thinking, the first step in developing an acceptable program of appraisal was to set as a primary goal for appraisal: to establish a foundation for a program of professional development for individual staff members. Achieving this goal meant that the criteria for good teaching must be clear, definite, and objective enough to serve as effective job targets. Moreover, the methods used to identify teacher strengths and weaknesses must be accurate, and they must be acceptable to teachers. With this primary goal in mind, present-day standards and methods of appraisal were examined.

Current Standards of Effective Teaching

In spite of the considerable research in this area, our study revealed little of value on appraisal aimed at individual staff development. Further, teacher complaints about vagueness and ambiguity of standards turned out to be all too valid.

Work on standards of appraisal has tended to focus on teachers' traits. Many of the research studies isolated such traits as understanding, cooperation, creativity, intelligence, or "has positive attitudes toward students." But the reports neglected to say what teachers do when they possess these admirable traits. Such findings are almost useless for identifying appraisable components of effective teaching. Since the traits are vauge, evaluating them in terms of their effects upon student learning and adaptation to the culture is virtually impossible.

With such hazy standards, even the best appraiser is hard pressed to be objective; he is forced to rely on his own interpretation of what these characteristics mean in practice. The uncertainty of the appraiser's interpretation compounds the uncertainty of the standards themselves.

The methods by which the standards have been put together also are dubious. Most investigators have tended to rely on the thinking of students and supervisors. Admittedly, such inputs are important. Yet nobody can know more about good teaching than effective teachers; why should their views be so largely ignored? Moreover, the sources of information have not been tapped adequately, and not enough detail has been provided for judging the credibility of the information obtained.

Investigators have given little attention to what is known about the course of human development. The contributions that developmental and learning psychology can make to the establishment of credible standards have not been exploited fully--a serious omission. These sources can help identify types of teacher activities that are linked directly to student learning.

Finally, many of the research people in this area seem to assume that anyone who can teach can measure the results of teaching and, what's more, can use these measurements in a constructive way to improve learning. This assumption is doubtful. Teachers must assign grades, recommend promotions, and judge students high or low in many respects, but present standards of effective teaching provide little or no guidance in this function.

Current Appraisal Procedures

Teachers have complained that the procedures for appraisal fall far short of truly informing the administration about their performance. The Battelle investigation confirms their misgivings.

Generally, teachers are appraised by matching their performance against a standard observational rating scale. The appraiser observes the teacher at work in the classroom some randomly scheduled number of times. He rates the teacher numerically from 1 to 5 for each characteristic listed on his form; the sum of these scores is the teacher's rating.

It has already been noted that these characteristics are not clearly defined, that the best appraiser has a hard time assessing them objectively, and that such a rating does little or nothing to foster improved teaching. But these facts don't give the whole story. This kind of procedure adds problems of its own that further reduce the credibility of the appraisal.

First, consider the effect of the appraiser's presence in the classroom. Teachers often act quite differently under the eye of the appraiser than they do in his absence. It takes little imagination to visualize how harrowing this situation can be. The best teachers can be nervous or defensive under the appraiser's eye, and their performance is likely to suffer accordingly.

Next is the problem of sampling. Typically, an observation schedule calls for not more than 3 classroom visits a year. These aren't enough to put into proper perspective the normal ups and downs that are characteristic of even the steadiest performers. Perhaps more importantly, with so few observations, many relevant teaching skills and learning situations will go unnoticed, even though these may be routine in the teacher's work. A teacher might well be observed to follow practices that should be improved, while those reflecting his skill are missed. With such scattered sampling, a teacher might be rated as effective, but he has to be lucky!

To make matters worse, the teacher often has little or no opportunity to discuss the appraiser's judgments. In many school districts the results of appraisal are not disclosed to the teacher. Not only may he be subjected to an authoritarian and subjective appraisal, but, to top it off, when the appraisal is completed, the teacher may have no idea where he stands. Such a practice puts the appraiser in a difficult position, too. With the assessment entirely in his hands, the appraiser must put together inadequate observation and vague standards to come up with what might well be the only opinion of record on the teacher's performance. A conscientious appraiser should balk at this situation as much as a teacher. The current system gives the appraiser every chance to make a serious mistake, but little chance to correct it.

Finally, what is left to be said for the ratings themselves? A product of disputable standards, subjective opinion, and insufficient observation, such ratings can scarcely be considered fair or helpful to teachers and, unfortunately, they can be of little use to school management, either.

A NEW APPROACH TO TEACHING APPRAISAL

Our study of current practice left no doubt but that a workable system of teacher appraisal would have to be built from scratch. What is being done today is useful primarily in showing what to avoid. In evolving a new approach to appraisal, the Battelle-Columbus investigators kept one goal clearly before them: the appraisal system has to serve as an instrument for upgrading the staff professionally. To achieve this end, three major elements were investigated, as described in the following:

1. Defining effective teaching. Past efforts to put together meaningful standards for assessing effective teaching had missed the boat because coverage of information sources was spotty and it ignored contributions from the most relevant sources--successful teachers and knowledge generated by selected educational psychologists. Exploiting these sources was considered essential to building a good appraisal system.

It was also important to avoid the vagueness of existing standards. The most explicit statements of effective teaching were sought. For this reason, critical teaching incidents, i.e., teacher-inspired events that have a significant impact on student learning, were collected to serve as an information base. Using these as the bases for the standards averted the uncertainties tied to defining teaching quality in terms of intellectual abilities and personality traits.

About 800 usable incidents were supplied by some 465 teachers. These teachers were recommended as "best" by the administrators in the 94 Ohio school districts sponsoring the study. The incidents furnished a wealth of information about critical teacher action, and they opened out eyes to the true complexities of teaching.

Educational psychologists specialized in learning theory, child development and educational measurement were asked to review the existing literature in their fields and to extract teaching principles that would be particularly useful in the classroom. The principles submitted were then evaluated on the basis of four tests: (1) Are they adequately supported by published psychological and educational research? (2) Are they relevant to classroom teaching? (3) Are they meaningful to teachers? (4) Can the extent of their use by a teacher be assessed objectively? In checking the principles against the last three criteria, a group of 30 teachers from among those who had served earlier provided assistance, voluntarily.

2. Establishing clear, meaningful standards of effective teaching. The critical teaching incidents were examined and additional principles were extracted from them. At the same time, the critical incidents were matched with the principles, each illustrated by one or more critical incidents.

The list was checked with the 30 teachers. Unless a large majority agreed that a principle was clear and relevant, and that its associated incident was pertinent and credible, both were tossed out. Two examples of principles and incidents are shown on the previous page.

The final list contained 241 principles. To lend coherence to this list, the principles were grouped into 20 categories, and the categories into 4 teacher roles; instruction leader, social leader, promoter of healthy emotional growth, and communicator with parents and colleagues. Some examples of categories are: under instructional leader, the teacher individualizes instruction where appropriate; under social leader, the teacher establishes a democratic classroom atmosphere; and under promoter of healthy emotional growth, the teacher reduces disabling levels of anxiety. Under the role of communicator with parents and colleagues, there is only one category: the teacher communicates information and suggestions to parents and colleagues about the intellectual, social, and emotional development of his students.

Having established standards of teaching effectiveness that we felt teachers could believe in and that could be applied objectively, we tackled the problem of appraisal procedures next.

3. Evolving a method for self-appraisal. If teachers are evaluated mainly by professional appraisers, there seems to be no easy way to get around the problems of authoritarianism and inadequate observation. However, why not allow the person who is being appraised to identify his own areas of weakness? Self-appraisal not only would encourage the teacher to take steps to improve himself professionally, but also would eliminate the discomfort and/or embarrassment associated with having to listen to potentially unfavorable comments from someone else, the outside appraiser.

For these reasons, the principles of effective teaching and their illustrations were organized into a self-appraisal instrument. This has three main features: a scale that the teacher uses in rating the relevance of each principle; a scale that the teacher uses in rating his own performance relative to each principle; and a summary rating that the teacher provides for his own performance relative to each category of principles.

It is essential to have the teacher rate the importance of each principle, since its significance will vary from situation to situation, depending on the age of his students, the subject taught, the school objectives, or other factors. Consequently, before appraising himself, the teacher is called upon to appraise each principle, i.e., to determine its relevance to his situation.

Next, the teacher rates himself on each principle. Then, weighing his rating on the basis of the importance he has assigned to the principles, he computes a total or summary rating on each category. These he charts on a profile blank, which shows his appraisal of himself as against the highest level of performance he can achieve in each category. This procedure will be enlightening for the individual; but, it will discourage comparisons, since each teacher is likely to assign a different relevance value to the various principles and categories.

Here are the guidelines for using the new system:

1. The teacher performs self-appraisal as outlined above.

2. The outside appraiser is brought in to serve as advisor. Having completed the self-appraisal process, the teacher meets with the professional appraiser for the first time. In a meeting away from the classroom, they discuss and review the areas requiring improvement as tentatively identified by the teacher. Since the focus is on the performance and not on the personality of the teacher, the conferences are likely to be friendly, comfortable, and non-threatening. Ideally, the appraiser will make suggestions that seem appropriate in helping the teacher select goals and establish priorities for improvement; he is not to dictate to the teacher. Success depends on relaxed face-to-face communication, with mutual confidence in each other's integrity and motives, and with each sharing in the decision-making and problem-solving. If a meaningful dialogue is maintained, a sense of personal achievement, a feeling of job fulfillment, and high morale will prevail. This would contrast sharply with the net effect of appraisal as it is performed these days, and would enhance the teacher's appreciation of appraisal as an authentic measure taken to aid him in his professional growth.

3. The appraiser's classroom observations are used to provide further insight and direction. Contrary to current practice, observation by the outside appraiser should be scheduled so that it can do the most good by shedding light on those specific areas where problems exist and the need for improvement has been identified. Teacher and appraiser, by laying out the schedule of observations together, can bring problems into sharper focus and decline directions for improvement more efficiently. Under these conditions, the appraiser will probably spend most of his observation time with new teachers or with those who have special difficulties.

4. The appraiser consults with the teacher periodically to check his progress. Teacher and appraiser should work together during the school year to analyze progress and perhaps to work on brush-fire problems as they arise. A final conference near the end of the year should identify new areas to be worked on in the coming year and might even develop a summer program for improvement.

A FINAL WORD

What has been described here is the prototype of a practical system for appraising teacher performance. It satisfies the needs of management by providing a real check on the strengths and weaknesses of teachers and a mechanism for continually improving their performance. At the same time, the system eliminates the elements in current appraisal practice that distress teachers and create rifts between them and school management.

In addition to furnishing a solution to what can be an embittering situation, this approach is quite workable and creates no big administrative problems. However, the general scheme probably will need some further adjustment to iron out some roughness in its operation. While the bases for appraisal as developed here are sound, the benefits of this method will increase as the principles of teaching effectiveness and related critical incidents are refined as a result of more operating experience.

IV. FOUR MODELS OF TEACHER APPRAISAL PROCEDURES

I. CLASSROOM OBSERVATIONS

LET US FIRST CONSIDER THE EFFECT OF THE APPRAISER'S PRESENCE IN THE CLASSROOM. TEACHERS OFTEN ACT QUITE DIFFERENTLY UNDER THE EYE OF THE APPRAISER THAN THEY DO IN HIS ABSENCE. IT TAKES LITTLE IMAGINATION TO VISUALIZE HOW HARROWING THIS SITUATION CAN BE. THE BEST TEACHERS CAN BE NERVOUS OR DEFENSIVE UNDER THE APPRAISER'S EYE, AND THEIR PERFORMANCE IS LIKELY TO SUFFER ACCORDINGLY.

NEXT IS THE PROBLEM OF SAMPLING. TYPICALLY, AN OBSERVATION SCHEDULE CALLS FOR NOT MORE THAN 3 CLASSROOM VISITS A YEAR. THESE AREN'T ENOUGH TO PUT INTO PROPER PERSPECTIVE THE NORMAL UPS AND DOWNS THAT ARE CHARACTERISTIC OF EVEN THE STEADIEST PERFORMERS. PERHAPS MORE IMPORTANTLY, WITH SO FEW OBSERVATIONS, MANY RELEVANT TEACHING SKILLS AND LEARNING SITUATIONS WILL GO UNNOTICED, EVEN THOUGH THESE MAY BE ROUTINE IN THE TEACHER'S WORK. A TEACHER MIGHT WELL BE OBSERVED TO FOLLOW PRACTICES THAT SHOULD BE IMPROVED, WHILE THOSE REFLECTING HIS SKILL ARE MISSED. WITH SUCH SCATTERED SAMPLING, A TEACHER MIGHT BE RATED AS EFFECTIVE, BUT HE HAS TO BE LUCKY!

TO MAKE MATTERS WORSE, THE TEACHER OFTEN HAS LITTLE OR NO OPPORTUNITY TO DISCUSS THE APPRAISER'S JUDGMENTS. IN MANY SCHOOL DISTRICTS THE RESULTS OF APPRAISAL ARE NOT DISCLOSED TO THE TEACHER. NOT ONLY MAY HE BE SUBJECTED TO AN AUTHORITARIAN AND SUBJECTIVE APPRAISAL, BUT, TO TOP IT OFF, WHEN THE APPRAISAL IS COMPLETED, THE TEACHER MAY HAVE NO IDEA WHERE HE STANDS. SUCH A PRACTICE PUTS THE APPRAISER IN A DIFFICULT POSITION, TOO. WITH THE ASSESSMENT ENTIRELY IN HIS HANDS, THE APPRAISER MUST PUT TOGETHER INADEQUATE OBSERVATION AND VAGUE STANDARDS TO COME UP WITH WHAT MIGHT WELL BE THE ONLY OPINION OF RECORD ON THE TEACHER'S PERFORMANCE. A CONSCIENTIOUS APPRAISER SHOULD BALK AT THIS SITUATION AS MUCH AS A TEACHER. THE CURRENT SYSTEM GIVES THE APPRAISER EVERY CHANCE TO MAKE A SERIOUS MISTAKE, BUT LITTLE CHANCE TO CORRECT IT.

THE CLASSROOM OBSERVATION

TECHNIQUE:

AN EVALUATION OF THE TEACHER IS DERIVED BY THE PRINCIPAL FROM PERSONAL OBSERVATIONS WHILE IN THAT TEACHER SETTING.

LIMITATIONS:

ADEQUACY OF THE SAMPLING TECHNIQUE OFTEN THE REPORT REFLECTS THE OBSERVER'S STANDARDS, IDEAS, AND BIASES.

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II. RATING SCALES

GENERALLY, TEACHERS ARE APPRAISED BY MATCHING THEIR PERFORMANCE AGAINST A STANDARD OBSERVATIONAL RATING SCALE. THE APPRAISER OBSERVES THE TEACHER AT WORK IN THE CLASSROOM SOME RANDOMLY SCHEDULED NUMBER OF TIMES. HE RATES THE TEACHER NUMERICALLY FROM 1 TO 5 FOR EACH CHARACTERISTIC LISTED ON HIS FORM; THE SUM OF THESE SCORES IS THE TEACHER'S RATING.

IT HAS ALREADY BEEN NOTED THAT THESE CHARACTERISTICS ARE NOT CLEARLY DEFINED, THAT THE BEST APPRAISER HAS A HARD TIME ASSESSING THEM OBJECTIVELY, AND THAT SUCH A RATING DOES LITTLE OR NOTHING TO FOSTER IMPROVED TEACHING. BUT THESE FACTS DON'T GIVE THE WHOLE STORY. THIS KIND OF PROCEDURE ADDS PROBLEMS OF ITS OWN THAT FURTHER REDUCE THE CREDIBILITY OF USING THE RATING SCALE AS AN APPROPRIATE APPRAISAL TECHNIQUE

THE LIMITATIONS TO THIS TECHNIQUE ARE:

(a) A TENDENCY TO FOCUS ON TRAITS OF THE TEACHER.

(b) THERE IS A LACK OF BEHAVIOR INDICATORS--THE SCALE VERY SELDOM REFLECTS BEHAVIORAL GOALS.

(c) THERE IS MINIMAL EMPHASIS ON RELATING TO LEARNING OUTCOMES

(d) THE CONCERN FOR THE **RELIABILITY** AMONG OBSERVERS.

(e) AND THE "HALO" EFFECT THAT PERSISTS IN A RATING SCALE--

USE OF RATING SCALES

TECHNIQUE:

ABOUT 95% OF ALL EVALUATION'S ARE BASED UPON RATING SCALES.

THIS IS AN INSPECTION OF WHAT HAS BEEN DONE -- POST PERFORMANCE RATING

LIMITATIONS:

OFTEN DEAL WITH SUPERFICIAL CHARACTERISTICS OF THE TEACHER -- AND NOT OFTEN RELATED TO THE LEARNING SITUATION.

RATING SCALES ARE AFFECTED BY THE IMPRECISE DEFINITIONS OF WHAT IS TO BE RATED.

55
60
5
50
10
45
15
40
20
35
30
25

WHAT SHOULD EVALUATION BE?

EXTERNAL	OR	INTERNAL
1. OBSERVATION—RATING		1. OBSERVATION--DIAGNOSING
2. UMPIRING		2. COACHING
3. CHECKLISTS—RATING		3. GUIDELINES--COUNSELING
4. TRAIT RATING		4. PERFORMANCE ASSESSMENT
5. PAST—ACTION APPRAISAL		5. WORK--PLANNING REVIEW

III. THE REDFERN MODEL--"JOB-TARGETS":

THE REDFERN MODEL RECOGNIZES THAT QUALITY TEACHING DOES NOT OCCUR BY ACCIDENT. IT IS THE RESULT OF:

--EFFORT OF INDIVIDUAL TEACHER

--GOOD SUPERVISION

--WISE ADMINISTRATION, AND

--PLANNED EVALUATION

WE WOULD ALL AGREE THAT EVALUATION, OF AND BY ITSELF, CANNOT GUARANTEE COMPETENCE. HOWEVER, EVALUATION CAN AND SHOULD PROMOTE PROFESSIONAL GROWTH.

THE REDFERN MODEL OR "JOB TARGET" AS IT IS MORE COMMONLY CALLED IS BASED ON THE BELIEF THAT PROFESSIONAL GROWTH AND IMPROVED PERFORMANCE CAN BEST BE STIMULATED BY AN EVALUATION PROCESS WHICH:

--BETTER DEFINES THE INDIVIDUAL'S JOB

--IDENTIFIES MAJOR AREAS OF RESPONSIBILITY

--DESIGNATES JOB OBJECTIVES (TARGETS)

--RELATES SUPERVISION AND EVALUATION

--INVOLVES EVALUATION BY APPRAISER

--REQUIRES AN EVALUATION CONFERENCE

--PROVIDES FOR FOLLOW-UP

--INCLUDES SELF-EVALUATION

"JOB-TARGETS"-- REDFERN MODEL

TECHNIQUE:

JOINT DETERMINATION OF TARGETS.
CLARIFICATION OF ROLES OF EVALUATEE AND EVALUATOR.
AGREEMENT ON PROCESS OF EVALUATION.
DETERMINATION HOW EVALUATION WILL BE DONE.
CARRYING-- OUT PROCESS.

A. JOINT DETERMINATION OF TARGETS

What are the major areas needing improvement--Remembering that it is not possible to be perfect in all areas, therefore, we must pinpoint areas needing improvement. We must start with the necessity of identifying the teachers major areas of performance. The Redfern Model states that there are 7 areas:

(1) Instructional Competence

(2) Pupil-Teacher Relationships

(3) Administrative-Supervisory-Teacher Relations

(4) Personal Qualities and Competences

(5) Parent-Community Contacts

(6) Professional Participation

(7) Inservice Growth

Consequently, job objectives or job targets could be:

- Instructional Competence
  Ex. Update Understanding of new concepts in modern mathematics

- Pupil-Teacher Relationships
  Ex. Analyze critically causes of pupil behavior of class where severe discipline problems exist

- Administrator-Teacher Relations
  Ex. Seek concrete ways to improve relations with Principal

B. NEXT IS THE CLARIFICATION OF ROLES

The Plan of Action Is That Improvement Occurs in Two Ways:

- Partly responsibility of teacher
- Partly responsibility of principal/supervisor

Therefore, The Plan of Action Involves:

- Joint determination of targets
- Clarification of roles of evaluatee and evaluator
- Agreement on process of evaluation
- Determining how evaluation will be done
- Carrying-out process

C. WHAT ABOUT THE AGREEMENT ON PROCESS

First, let us look at self-evaluation:

--Self-evaluation is not accepted by all authorities

--Arguments against self evaluation are that:
(1) Difficult to be candid
(2) Competent tend to under-evaluate themselves
(3) Less competent tend to over-evaluate themselves

--However, I believe that we would all agree that self-evaluation can be a positive process if it is:
(1) Used as guide for self-improvement
(2) Used as tool for self-analysis
(3) Used as means of self-diagnosis

The evaluation by the appraiser is only conducted after:

--A thoughtful analysis of teachers' job targets.

--A review of contacts made during year.

--An analysis of the "evidence" and of a review of the help provided to the teacher.

D. THE EVALUATION CONFERENCE AFTER COLLECTION OF THE DATA WILL BE SUCCESSFUL IF BOTH PARTIES:

Do not lose sight of the purpose of conference--it is to promote growth.

E. THE FOLLOW-UP OR CARRYING OUT PROCESS

THE SCOPE OF THE TEACHER'S JOB

MAJOR RESPONSIBILITIES

CLASSROOM INSTRUCTION
EFFECTIVE COMMUNICATION
SELF-CRITICISM AND ANALYSIS
CONSULTATION WITH INDIVIDUAL PUPILS
PROFESSIONAL PARTICIPATION

CLASSROOM INSTRUCTION

1. BASIC PREPARATION
2. CURRENCY OF KNOWLEDGE
3. INSTRUCTIONAL SKILLS
4. OTHER

EFFECTIVE COMMUNICATION

1. PUPIL AND PARENT CONTACTS
2. COMMUNITY AND PUBLIC RELATIONS
3. PROGRAM INTERPRETATION
4. PROFESSIONAL ETHICS
5. OTHER

CONSULTATION WITH INDIVIDUAL PUPILS

1. INDIVIDUAL GUIDANCE AND COUNSELING
2. FAMILIARITY WITH PUPIL BACKGROUND AND PROBLEMS
3. EXTRA TIME FOR INDIVIDUAL PUPILS
4. OTHER

PROFESSIONAL PARTICIPATION

1. CONTRIBUTING TO CURRICULUM BUILDING
2. PREPARATION OF INSTRUCTIONAL MATERIAL
3. EDUCATIONAL PROBLEM-SOLVING
4. IDENTIFICATION WITH PROFESSIONAL ORGANIZATIONS
5. OTHER

SELF-CRITICISM AND ANALYSIS

1. SENSITIVITY TO NEED FOR PROGRAM EVALUATION
2. WILLINGNESS TO TRY NEW METHODS AND PROCEDURES
3. EVALUATING TEACHING RESULTS
4. OTHER

SUGGESTIONS FOR THE EVALUATION OF TEACHING PERFORMANCE

Prepared By
George B. Redfern
Associate Secretary
American Association of School Administrators

EVALUATION OF TEACHING PERFORMANCE

OBJECTIVES

What specific objectives does the evaluation process hope to achieve?

It strives to accomplish the following objectives:

1. Clarify the performance expectations of the individual, i.e., make duties and responsibilities more clear.

2. Establish both short and long term work goals.

3. Bring about a closer working relationship between the appraisee and evaluator.

4. Make evaluation relevant to on-going job performance.

5. Establish "ground rules" or plans for both the appraisee and evaluator to follow up on "target" achievement.

6. Keep good records of class visitations, follow-up conferences and other appraisee-evaluator contacts.

7. Assess results of job performance both by means of self-appraisal and evaluation by the evaluator, i.e., make it a cooperative process.

8. Conduct a good evaluation conference.

9. Establish appropriate ways for follow-up of actions needed for further improvement.

10. Keep evaluation a dynamic process; assess its effectiveness periodically; revise it as necessary.

Source: By George B. Redfern, Associate Secretary, American Association of School Administrators.

PERFORMANCE AREAS

What are the major areas of performance expectation in our school system?

I. Preparational Competencies

1. Specialization (Degree to which major field of specialization is complete and is kept up-to-date)
2. Professional knowledge (Understanding of theories, of learning and currency of professional knowledge)

II. Instructional Skills

1. Planning and organization (Degree to which instructional program is carefully planned and efficiently organized)
2. Appropriateness of materials (Compatability of instructional materials with course of study; adaptation of materials and methods to levels of learning ability of pupils)
3. Resourcefulness and adaptability (Capacity to use creative methods and procedures; ability to adapt to unusual situation)
4. Ability to motivate (Evidence of skill in drawing out pupils and getting them to achieve at their level of ability and potential)
5. Observable skills (Art of questioning, clarity of assignments, reaction to pupil response, utilization of interests and contributions of pupils)
6. Parent relationships (Skill in working with parents)

III. Management Ability

1. Relationships with pupils (ability to work with class as a unit and with pupils as individuals)
2. Discipline (evidence of wholesome behavior patterns generated from respect rather than compulsion)
3. Personal efficiency (evidence of good management skills, attention to details, planning prompt fulfillment of assignments, etc.)

IV. Professional Responsibility

1. Professional organizations (degree to which identification is made with professional organizations, both general and specific)

2. Commitment (evidence of pride and commitment to teaching as a profession)

3. Staff relations (intra-staff loyalty, respect for opinions of others; amenability toward administration and supervision, etc.)

V. Personal Competencies

1. Appearance (appropriateness of dress, manner, and grooming)

2. Voice and speech (enunciation, pronunciation, modulation, correctness of speech)

3. Attitude (ability to be a constructive, contributing member of staff)

4. Mental and emotional maturity (evidence of ability to adjust constructively to frustrations and unpleasant situations)

WHO ARE EVALUATED?

Which staff members are evaluated and how frequently?

Classification	Schedule of Evaluation		
	1st Year	2nd Year	3rd Year
Probationary Status			
(a) Beginning and new appointees	FE		
(b) Second year staff members whose work was satisfactory first year		PE	
(c) Second year staff members whose work was less than satisfactory first year		FE	
(d) Third year staff members			FE
Tenure Status If performance was deemed satisfactory by last evaluation	FE every third year; PE during intervening years		
Less than Satisfactory Status If performance was less than satisfactory by last evaluation	FE annually until performance becomes satisfactory or services are terminated		

Key:

FE - full evaluation

PE - partial evaluation (self-appraisal only)

EVALUATION SEQUENCE

What are the sequential steps in the evaluation process?

Steps	Action	Completion Date
1	Group and individual orientation given to those scheduled for evaluation	By October 1
2	Establishment of "job targets" Discussion of appraisal actions to be taken	During October
3	Appraisee and evaluator working together in "target" fulfillment	From November to March 15
4	Self-evaluation. Appraisee reviews year's work and makes self-assessment of target achievement.	March 15-30
5	Appraisal by evaluator. Assessment is made of appraisee's achievements	March 15-30
6	Appraisal conference	Between April 1 and April 15
7	Turning in evaluation forms; action on any terminations	By April 30
8	Planning for forthcoming year	From May 1

WHY EVALUATE PERFORMANCE

Quality teaching does not occur by accident

Partially the result of:

- --Effort of individual
- --Good supervision
- --Wise administration
- --Planned evaluation

Evaluation, of and by itself, cannot guarantee competence.

Evaluation can promote professional growth.

Professional growth and improved performance can best be stimulated by an evaluation process which:

- --Better defines the individual's job
- --Identifies major areas of responsibility
- --Designates job objectives (targets)
- --Relates supervision and evaluation
- --Includes self-evaluation
- --Involves evaluation by appraiser
- --Requires an evaluation conference
- --Provides for follow-up

JOB SCOPE DEFINING THE JOB

- --Nature and scope of teacher's job not well defined
- --Expectations of job infrequently specified
- --Restricted perception of total job requirements

MAJOR AREAS NEEDING IMPROVEMENT

--Not possible to be perfect in all areas

--Possible to pinpoint areas needing improvement

--Necessary to identify major areas of performance:

- Instructional competence
- Pupil-teacher relationships
- Administrative-supervisory-teacher relations
- Personal qualities and competencies
- Parent-community contacts
- Professional participation
- Inservice growth

JOB OBJECTIVES (TARGETS)

- Instructional Competence
  Ex. Update understanding of new concepts in modern mathematics

- Pupil-teacher Relationships
  Ex. Analyze critically causes of pupil behavior of class where severe discipline problems exist

- Administrator-teacher Relations
  Ex. Seek concrete ways to improve relations with principal

PLAN OF ACTION

--Improvement occurs in two ways:

- Partly responsibility of teacher
- Partly responsibility of principal/supervisor

--Plan of action involves:

- Joint determination of targets
- Clarification of roles of evaluatee and evaluator
- Agreement on process of evaluation
- Determining how evaluation will be done
- Carrying-out process

SELF-EVALUATION

--Self-evaluation not accepted by all authorities

--Arguments against:

- .Difficult to be candid
- .Competent tend to under-evaluate themselves
- .Less competent tend to over-evaluate themselves

--Self-evaluation can be positive process if:

- .Used as guide for self-improvement
- .Used as tool for self-analysis
- .Used as means of self-diagnosis

EVALUATION BY APPRAISER

--Thoughtful analysis of teachers' job targets

--Review of contacts made during year

--Analysis of "evidence"

--Review of help provided

--Use of "data" to make evaluation

EVALUATION CONFERENCE

--Ample preparation necessary

--Neither evaluatee or evaluator may look forward to conference

--Things may go wrong in conference

--Sensitivity required

--Important not to lose sight of purpose of conference

--Conference should promote growth

FOLLOW-UP

--Agree upon specific follow-up activities

--Clarify responsibilities of evaluatee and evaluator

--Determine ultimate objectives to be achieved

--Encourage self-evaluation

--Engage in counseling and consultation

CINCINNATI PUBLIC SCHOOLS

APPRAISAL REPORT

See
Accompanying
Instructions

Appraisal Status (check)
____Limited Contract
____Cont. Contract
____Class III

Appraisee's Name________________________ Appraiser________________________

School/Office________________________ Supervisor________________________
(if applicable)

Grade/Subject/Position________________________ School Year________________________

SECTION I - JOB TARGETS

Column I Area	Column 2 Specific Job Targets
Professional Skills	
In-Service Growth	
Parent-Community Relationships	
Personal Qualities and Relationships	
Other (Specify)	

SECTION II (Filled out by Appraiser)

OVERALL PERFORMANCE	Evaluation (Check)				*Supporting Comments
	U	M	S	O	
1. Professional Skills					
2. In-Service Growth					
3. Parent-Community Relationships					
4. Personal Qualities & Relationships					
5. Other					
6. Overall Performance					

***If more space is required, use separate page.**

White - Staff Personnel
Green - Appraisee
Pink - Appraiser
Yellow - Supervisor/Principal

Appraiser's Code:
U - Unsatisfactory
M - Marginal
S - Satisfactory
O - Outstanding

APPRAISAL REPORT, Page 2

SECTION A - Appraiser's Comments: (*) Use this space to evaluate the appraisee's performance with reference to the achievement of job targets.

SECTION B - Appraisee's Comments: (*) Use this space to react to the comments in Section - A, above. (A reaction is optional - not required.)

Signatures (Signature indicates completion of appraisal; not necessarily agreement.) (*) If more space is needed, use separate sheet.

Appraisee____________________ Date_______________

Appraiser____________________ Date_______________

Supervisor___________________ Date_______________
(if applicable)

CINCINNATI PUBLIC SCHOOLS

Appraisee's Work Sheet

(To Be Retained by Appraisee)

Name________________________________ School/Office__________________________

School Year__________________________ Grade/Subject/Position________________

AREA	SPECIFIC JOB TARGETS	Extent of Accomplishment			
		1	2	3	4
Professional Skills					
In-Service Growth					
Parent-Community Relations					
Personal Qualities and Relationships					
Other (Specify)					

Appraisee's Code: (Results achieved were:)

1 - Outstanding **3 - Marginal**

2 - Satisfactory **4 - Unsatisfactory**

Appraisee's Work Sheet, Page 2

Section A - Principal's Comments:

Section B - Supervisor's Comments:

Name of Teacher__________________School______________Grade/Subject______________

SUMMARY OF CONTACTS WITH TEACHER

(This form is to be used to record a resume of appraisal contacts made with teacher.)

I. Dates of Visitations/Contacts:

II. General Statement of Problem: (including strengths and weaknesses)

III. Summary of Help Given:

IV. Recommendation:

V. Refer to Appraisal Review Committee ____Yes;____No

VI. Signature of Appraiser________________________Date Submitted_______________

Sample Form

Evaluation of
PROFESSIONAL PERFORMANCE

Name of Appraisee________________________

School/Office________________________

Current Assignment________________________

Name of Appraiser/s/________________________

____

Period covered by this Appraisal:

Year____________

Appraisal Status:

____

BASIC ELEMENTS OF PROFESSIONAL PERFORMANCE (Job Imperatives) Below are the basic elements deemed relevant to good performance. Both the appraisee and appraiser/s/ are asked to make an overall (general) estimate of competence in each area.	EVALUATION									
	Appraisee					Appraiser				
	1	2	3	4	5	1	2	3	4	5
Degree of adequacy of:										
1. Teacher-learner communication										
2. Professional training										
3. Physical energy										
4. Emotional energy										
5. Staff relations										
6. Professional relations										
7. Educational program provided										
8. Teaching practices used										
9. Other (specify)										

SPECIFIC PERFORMANCE OBJECTIVES ("Targets") List here the specific performance objectives ("targets") which the appraisee and appraiser deem appropriate to the former's needs and which will be the object of each other's appraisal efforts during the current appraisal period.	EVALUATION									
	Appraisee					Appraiser				
	1	2	3	4	5	1	2	3	4	5

Turn to Next Page

Scale: High 1 — 2 — 3 — 4 — 5 Low

Sample Form, Page 2

Evaluation of
Professional Performance

SPECIFIC PERFORMANCE OBJECTIVES ("Targets"), continued	EVALUATION									
	Appraisee					Appraiser				
	1	2	3	4	5	1	2	3	4	5

Signature of Appraisee______________________________

Signature of Appraiser______________________________

Date____

IV. BATTELLE - SELF APPRAISAL INSTRUMENT

Past efforts to put together meaningful standards for assessing effective teaching had missed the boat because coverage of information sources was spotty and it ignored contributions from the most relevant sources -- successful teachers and knowledge generated by selected educational psychologists. Exploiting these sources was considered essential to building a good appraisal system.

It was also important to avoid the vagueness of existing standards. The most explicit statements of effective teaching were sought. For this reason, critical teaching incidents, i.e., teacher-inspired events that have a significant impact on student learning, were collected to serve as an information base.

About 800 usable incidents were supplied by some 465 teachers. These teachers were recommended as "best" by the administrators in the 94 Ohio School Districts sponsoring the study. The incidents furnished a wealth of information about critical teacher action.

The critical teaching incidents were examined and additional principles were extracted from them. At the same time, the critical incidents were matched with the principles to serve as illustrations. In those rare cases where no illustration was available, a hypothetical incident was created. The final product of this effort was a list of 260 teaching principles, each illustrated by one or more critical incidents.

The list of 260 teaching principles was checked with the 30 teachers. Unless a large majority agreed that a principle was clear and relevant, and that its associated incident was pertinent and credible, both were tossed out.

The final list contained 241 principles. To lend coherence to this list, the principles were grouped into 20 categories, and the categories into 4 teacher roles:

(1) Instruction Leader

(2) Social Leader

(3) Promoter of Healthy Emotional Growth

(4) Communicator with Parents and Colleagues

Some examples of categories are: Under instructional leader, the teacher individualizes instruction where appropriate; under social leader, the teacher establishes a democratic classroom atmosphere; and under promoter of healthy emotional growth, the teacher reduces disabling levels of anxiety. Under the role of communicator with parents and colleagues, there is only one category: The teacher communicates information and suggestions to parents and colleagues about the intellectual, social, and emotional development of his students.

Having established standards of teaching effectiveness that they felt teachers could believe in and that could be applied objectively. Battelle tackled the problem of appraisal procedures next.

THE BATTELLE -- SELF-APPRAISAL INSTRUMENT

TECHNIQUE:

THIS SYSTEM PROVIDES PROCEDURES WHICH INCLUDE THE USE OF BEHAVIORAL OBJECTIVES AND CRITICAL INCIDENTS.

INSTRUMENT CATEGORIZES TEACHING INTO FOUR AREAS-

INSTRUCTIONAL LEADER
DEVELOPER OF SELF -CONCEPTS
PROMOTER OF HEALTHFUL EMOTIONAL GROWTH
COMMUNICATOR WITH PARENTS AND COLLEAGUES.

SIMPLE AS
A
B
C
©

PROFILE BLANK FOR SAI

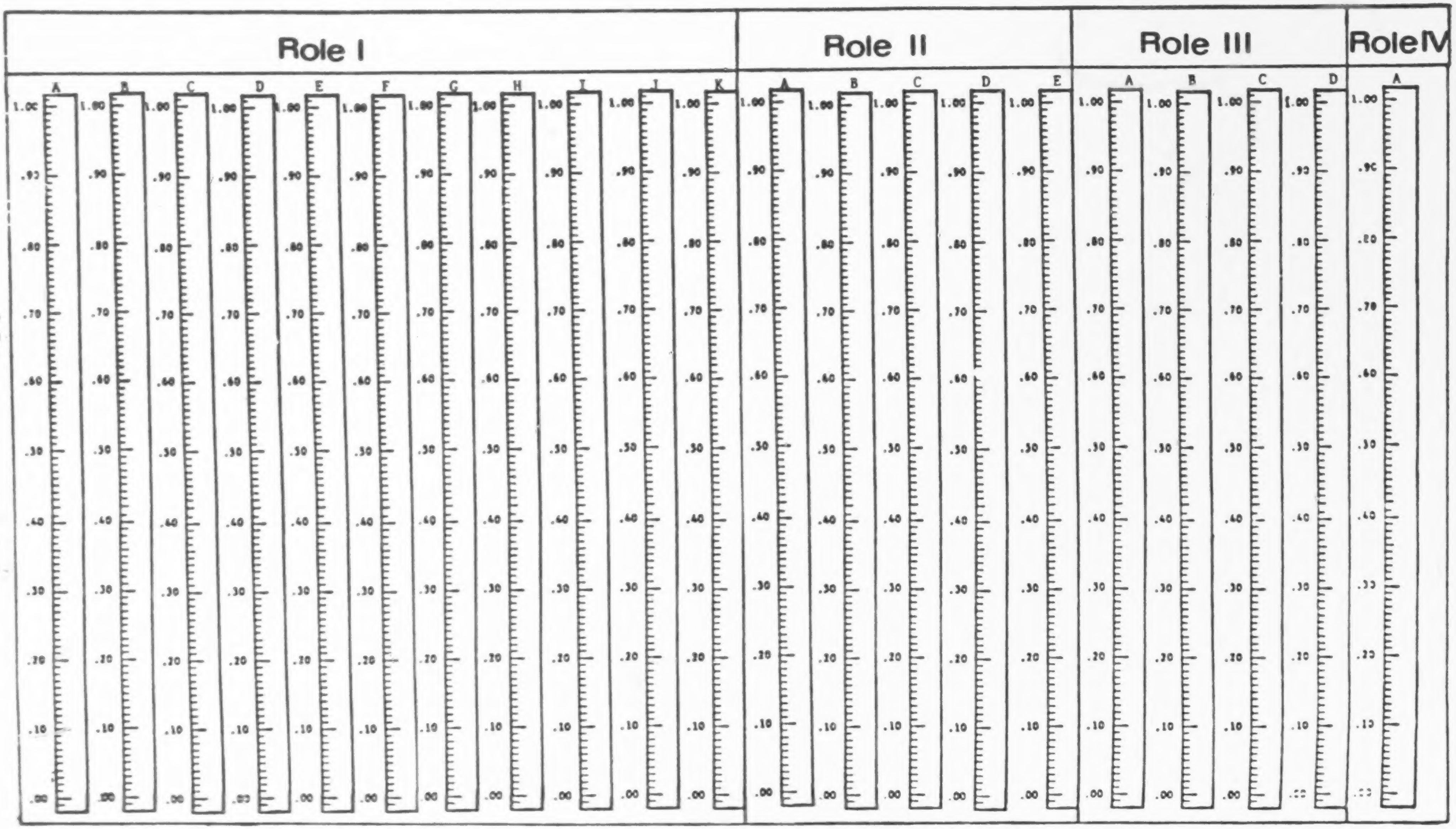
Role I
A B C D E F G H I J K
Role II
A B C D E
Role III
A B C D
Role IV
A
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
.00

FIGURE 3. PROFILE BLANK

INITIAL CONFERENCE DISCUSSION SHEET

Teacher's Name ______________________________

Role: I II III IV Category: A B C D E F G H I J K

Tentative Statement(s) of Job Target(s):

Role: I II III IV Category: A B C D E F G H I J K

Tentative Statement(s) of Job Target(s):

Role: I II III IV Category: A B C D E F G H I J K

Tentative Statement(s) of Job Target(s):

Role: I II III IV Category: A B C D E F G H I J K

Tentative Statement(s) of Job Target(s):

Role: I II III IV Category: A B C D E F G H I J K

Tentative Statement(s) of Job Target(s):

JOB TARGET FORM

This blank is to be completed during the initial conference between the teacher and appraisal counselor.

Teacher's Name ____________________ Date __________

Appraisal Counselor's Name ____________________

Statement of Job Targets (Identified by SAI Role-Category) Mutually Agreed Upon by Teacher and Appraisal Counselor in Order of Priority

Statement of Specific Means to be Emphasized in the Attainment of Each Job Target (Identified by SAI Role-Category)

Agreed Upon Dates for Interim and End of Year Conferences ____________________

Agreed Upon Dates for Completion of Job Targets ____________________

____

Teacher's Signature

____

Appraisal Counselor's Signature

CLASSROOM OBSERVATION FORM

Teacher's Name ______________________________ Date __________
Appraisal Counselor's Name ______________________________
Grade Level/Subject Area ______________________________

Job Target(s) for which Observation is Being Made (Identify by SAI Role-Category)

1. ________ 2. ________ 3. ________ 4. ________ 5. ________

Appraisal Counselor's Detailed Observations (Identify by SAI Role-Category)

Teacher and Appraisal Counselor's Agreed Upon Conclusions Concerning Teacher's Progress Toward Job Target(s) (Identify by SAI Role-Category)

TEACHER JOB TARGETS PROGRESS FORM

This form is to be completed during the end-of-year conference between the teacher and the appraisal counselor.

Teacher's Name________________ Appraisal Counselor's Name ________________

Job Target(s) Identified by SAI Role-Category	Teacher's Comments on Progress	Appraisal Counselor's Comments on Progress
1.________		
2.________		

(Continued)

STATE DEPARTMENT OF EDUCATION

MINIMUM STANDARDS ON APPRAISAL OF PERFORMANCE

HIGH SCHOOL--STANDARD EDb-403-07 (1968)

(J) IT SHALL BE THE SPECIAL RESPONSIBILITY OF THE PRINCIPAL TO MAKE PERIODIC STUDIES OF THE QUALIFICATIONS AND PERFORMANCE OF THE TEACHING STAFF...

JUNIOR HIGH SCHOOL-- STANDARD EDb-405-06 (1968)

(J) IBID.

ELEMENTARY SCHOOL -- STANDARD EDb-401-08 (1970)

(D) PROVISIONS ARE MADE FOR THE EVALUATION OF THE SERVICES OF ALL PROFESSIONAL PERSONNEL IN RELATION TO THE QUALITY OF THE INSTRUCTIONAL PROGRAM AND THE EFFICIENT OPERATION OF THE SCHOOL.

MARTIN W. ESSEX
Superintendent of Public Instruction

V. RESEARCH ON TEACHER APPRAISAL AND TEACHING EFFECTIVENESS

A survey of the literature on appraisal of teachers and on studies or research into teaching effectiveness yields considerable information from many voices in the field. The sources reported herein range in quality from statements of intuitive or experience based judgments without apparent research or documentation to quite carefully conceived, impressively exhaustive studies or experiments and their recorded outcomes.

One of the best known though least science-oriented comments on teacher appraisal is George B. Redfern's How to Appraise Teaching Performance (SMI, 1963). In Redfern's view, appraisal must begin with performance rather than person; and he insists that, while the teacher's personality traits may figure in his work, the evaluation of his teaching effectiveness must focus upon the way he carries out his job. Redfern's handbook, therefore, necessarily turns to an examination of "the scope of the teacher's job", which the author divides into five broad areas:

1. Classroom instruction
2. Consultation with individual pupils
3. Effective communication
4. Professional participation
5. Self-criticism and analysis.

The fifth of these categories (all of which are subdivided into more specific statements of job tasks) is especially significant in the evaluation process that Redfern suggests, for in this process a consultation between appraiser and appraisee requires the teacher to work cooperatively toward the identification or establishment of a few "job targets" or areas for performance improvement.

Source: Battelle Memorial Institute Report by D. M. McFadden, 1970.

Some of Redfern's readers will seriously question certain of the criteria suggested in the handbook--for example, under effective communication, the author includes the responsibility of the teacher to explain or interpret the school program to the public, and many school men would doubt the ability of a novice teacher, in particular, to do so. Then, too, when Redfern warns that the "job target" approach to teacher appraisal may lead to too "narrow" a focus and declares tha the appraiser must be aware of a "middle ground" between this technique and general evalution, the process becomes somewhat vague.

On the other hand, this work contains a very positive, constructive approach to teacher evaluation. Redfern furnishes, an interesting sample "Performance Appraisal Guide" and quite worthwhile guidelines for appraiser-appraisee conferences and for scheduling the appraisal process. Most significantly, Redfern endeavors to "depersonalize" teacher evaluation by steering away from appraising teachers through personality ratings, of which he says "The appraiser may feel quite insecure in making an appraisal in an area which is sometimes more in the domain of psychiatry than of school administration".

Redfern's involving the teacher in identifying (through self-appraisal) job targets is a technique familiar to management outside the education profession. A study conducted in a department of General Electric Company and reported by Glenn A. Bassett and Herbert H. Meyer (Personnel Psychology, 1968, 21, 421-430) revealed a clear superiority of appraisal conferences based upon appraisee-prepared appraisal forms, with the most beneficial effects seen in previously low-rated employees.

The Redfern handbook, especially in its emphasis upon evaluating the teacher's performance, echoes in many respects a much earlier work--Dwight E. Beecher's The Evaluation of Teaching: Backgrounds and Concepts (Syracuse U.

Press, 1949). Beecher's philosophy for the appraisal process appears even today to be timely, realistic, and entirely positive. Often, he points out, the problems in any appraisal method develop out of past difficulties in the teacher-administrator relationship. Teachers are inevitably going to oppose appraisal which is to be used against them, as Beecher sees it. He advocates that check lists or rating scales be used only as guides, and because he sees the pupil-teacher relationship as being one of the most important factors in teacher effectiveness (or desirable pupil change) he spends an entire chapter (4) dealing with those teacher behaviors to which students react most positively.

Any effective appraisal system must, in Beecher's view:

1. have clear objectives and criteria
2. be purposeful and put to use
3. not instill fear in appraisee
4. be cooperatively planned with cooperation procedures
5. be constructive
6. be continuous
7. serve as guidance for the instructional staff
8. focus upon teacher behaviors and pupil needs
9. take into account pupil-teacher relationships
10. recognize individual factors in teacher's background
11. judge teacher effectiveness in the light of the curriculum and its objectives

Accordingly, he has set up a scale (Chapter 5) utilizing generalized statements of teacher behavior organized under five broad headings (fairness, cheerfulness, businesslike procedure, ability to get pupil response, knowledge and technique). Though he reports considerable success for his scale in a series of experiments, he insists that its greatest value will possibly be as the teacher's guide to self-evaluation and a s a basis for teacher-supervisor conferences.

Most of the studies which Beecher cites in his work are noted--along with much more recent studies and research--in several chapters of Contemporary Research on Teacher Effectiveness, edited by Bruce J. Biddle and William J. Ellena (Holt, Rinehart and Winston, 1964). For any probe into research on teacher performance, this work is especially recommended. In opening the book, Biddle states (in Chapter 1) that teacher appraisal is best managed through (a) measurements by a prior classification, (b) behavioral observation, and (c) objective instruments--e.g., video tapes. He suggests further the elimination of rating forms until an understanding of their biases is clear.

In Chapter 2 of this work, Hazel Davis discusses the "Evolution of Current Practices in Evaluating Teacher Competence". Though she provides an interesting general history of school appraisal, several facts are especially underscored:

(1) that the teacher, rather than the teaching, is most often rated

(2) that, in the light of the work load of administrative and supervisors, administrative staffing ratios need to be re-examined before a positive and a creative evaluation program can be undertaken

(3) that better completer records on teacher performance should be kept, and

(4) that teachers should play a role in developing evaluative policies.

Chapter 3 of Contemporary Research is David G. Ryan's own summary of what has been called "the most classical and the broadest" study of teacher characteristics--his work as more completely reported in Characteristics of Teachers (American Council on Education, 1960). Ryan's study involved four major phases: (1) development of instruments for recording assessments of teacher behavior, these instruments based upon a review of the literature on the subject and the employment of "critical incidents", (2) the determination of major patterns of teacher behavior, (3) the development of and administering, to previously observed teachers, paper-and-pencil instruments in an effort to find predictors for teacher classroom behavior, and (4) a survey of teachers in an effort to compare them with respect to ten characteristics: warm vs. aloof, responsible vs. slipshod, stimulating vs. dull, favorable vs. unfavorable opinions of pupils, favorable vs. unfavorable opinions of democratic classroom procedures, favorable versus unfavorable opinions of administrative and other school personnel, learning centered (traditional) vs child centered (permissive), superior verbal understanding vs. poor verbal understanding, emotional stability vs. instability, and validity of response vs. invalidity of response (a check on teacher's candor in questionnaire).

The principal focus of Ryan's study was upon the personal and social behaviors of teachers as those behaviors related to classroom situations and not upon the teacher's technique in presenting subject matter and directing learning. Ryan's discussion of the extensive training and necessary periodic retraining of his observers for the sake of consistency or reliability impresses his reader with the great care taken in the study but also emphasizes the hazards involved and the time required for any appraiser of teachers who would attempt Ryan's method.

Ryans candidly notes, moreover, that the efforts to assess a teacher on a traditional vs. permissive scale fail to take into account the significance of the teacher's views on curriculum, pupil participation, academic standards, etc. He points out, too, that, while pupil behavior appears to be closely related to teacher behavior in the elementary school, pupil behavior "seemed almost unrelated to teacher behavior in the classroom at the secondary level. Only one of the teacher characteristics studied appeared to have significant productive impact upon pupil behavior in secondary schools--that which the Ryans study labelled "stimulating--unimaginative teacher behavior". Many educators will question Ryans view that the process of observing and assessing teachers can be refined so as to make it practicable to attempt evaluation directed at teacher promotion. Researcher Ned A. Flanders, who distinguishes between teachers and nonteachers (administrators), and others see the teacher's role and the administrators role as being two quite different functions. Then, too, Ryans view that desirable characteristics of teachers may depend upon the cultural setting and that time may bring great change in the characteristics of teachers suggests poor prognosis and limited value to long-term research. (His own study required nearly a decade--the 1950's.)

Still, the Ryan's work produced interesting inferences. Effective or "highly assessed" teachers, taken as a group, were:

(1) More favorable in their opinion of pupils,

(2) More favorable in their opinion of democratic classroom procedures,

(3) Superior in verbal understanding,

(4) Superior in emotional adjustment or stability,

(5) Inclined to prefer work involving contacts with people,

(6) More generous in estimates of other people (colleagues, administrators, etc.),

(7) Between 35-49 years of age,

(8) Married,

(9) Better than average in college work,

(10) Members of social groups in high school and college,

(11) Inclined to read more, and

(12) More interested in science and cultural affairs.

After defining teacher behavior as being "those acts that the teacher typically performs in the classroom in order to induce learning", Milton Meux and B. Othanel Smith direct their attention principally to the verbal behavior of teachers. They report on a series of studies based upon direct observation of teachers in classrooms, and (using sound-tape recordings of classroom interaction) develop a method of classifying "episodes" (monologues or dialogues of teacher-pupil interaction). While their work is interesting, it is in its early stages and provides little data relevant to teacher-behavior variables. Chapter 5 of Contemporary Research ends with the authors' gloomy comment on the great difficulties in appraising the verbal behavior of teachers, especially as there is no way of taking into account a teacher's varying verbal effectiveness from day to day.

In Chapter 7, Ned A. Flanders treats "Some Relationships Among Teacher Influence, Pupil Attitudes, and Achievement", provides an explanation and summary of his researches at the University of Minnesota, and suggests the implications of this research for teacher-appraisal programs. For his study on classroom interaction, Flanders employed ten categories in recording observed classroom behavior:

Teacher Talking	(1)	Accepting student feelings	Indirect, "expanding" teacher behavior or influence
	(2)	Giving praise	
	(3)	Accepting, clarifying, or making use of student's idea	
	(4)	Asking a question	Direct, "restrictive" teacher behavior or influence
	(5)	Lecturing, giving facts or opinions	
	(6)	Giving directions	
	(7)	Giving criticism	
Student Talking	(8)	Student response	
	(9)	Student initiation	
No one Talking	(10)	Silence and confusion	

For measurement of student attitudes in the classrooms observed, Flanders study employed an attitude inventory based upon that used in a 1957 study of New Zealand elementary schools.* Later the study undertook to discover whether or not the constructive attitudes of students were positively correlated with measures of achievement.

The Flanders research developed three hypotheses about teacher influence and student attitudes related to learning and student success:

A. Restricting student freedom of participation (Categories 5, 6, and 7) early in a classroom cycle (the handling of a single problem) increases dependence and decreases achievement in the student

B. Restricting later does not increase dependence but increases achievement

C. Expanding student freedom of participation (Categories 1,2,3, and 4) early in the cycle decreases dependence and increases achievement.

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* Attitudes can be listed if necessary.

In this study a "dependent" student is concerned primarily with pleasing the teacher, and Flanders asserts that "sustained direct influence by a teacher results in increased compliance, and, when this is maintained over an extended period of time, patterns of dependent behavior increase."

By 1958 the earlier research of R. F. Boles, H. E. Metzel and W. Rabinowitz, J. Withall, and others, had established several generalizations concerning patterns of teacher influence. Some of the most interesting run as follows:

(1) "First, there is a direct relationship between teacher influence that encourages student participation and [on the other hand] constructive pupil attitudes toward the teacher, the school work, and the class activities."

(2) Though individual students will have different attitudes within the same classroom, the first generalization holds.

(3) All the evidence indicates that teacher behavior causes pupil attitudes, and

(4) All teachers combine direct and indirect behavior (statements which tend to restrict or expand the student's freedom of participation). An extended period of observation can establish a fairly stable ratio of these behaviors for each teacher--this I/D ratio is positively correlated with the class average on an attitude inventory.

Carefully controlled experiments were set up in the very different milieus of math classes and English--social studies sections by Flanders to test the three hypotheses noted earlier. It soon became apparent that in both subject areas very distinct differences set apart those teachers who were most indirect from those who were most direct in their verbal behavior.

(1) Indirect teachers were more alert to and concerned with student statements and made greater use of them.

(2) The most indirect teachers asked longer, more extended questions.

(3) The most direct teachers had the most discipline problems, and had to interrupt directions, criticize students, and repeat directions much more often than the most indirect.

Flanders summarizes discussion of the study and its findings (as they pertain to the hypotheses) by indicating that the hypotheses were fully supported by the outcomes and that four elements were characteristics of teacher influence in high-achievement, desirable-attitudes classrooms:

(1) Teacher showed greater role flexibility

(2) Teacher maintained greater self-control and was able not only to secure compliance but to shift roles at will.

(3) Teacher was more effective in bridging the gap between diagnosis and possible action.

(4) Teacher was a sensitive, objective observer who could make more valid diagnoses of situations or conditions.

The final section of Chapter 7 finds Flanders making random, but very pertinent, comments "Concerning the Evaluation of Teacher Competence". If teaching is an art, Flanders suggests, the teacher will do well to remember that artists must always stand in need of "arduous, lengthy practice, and attention to technical skill". He continues with this effective refutation for those who argue against teacher appraisal:

> "The education and training of a teacher involves a science to the extent that there are logical relationships among what a teacher does, his own understanding of what he does, and his ability to organize these relationships into orderly principles."

On getting teachers to cooperate with evaluation procedures, the author insists that the evaluator should not consult with the teacher until after two or three visits, should clarify for the teacher all data-gathering procedures and provide data in advance of consultation, should focus upon what happened and how one situation differed from another and not upon what was good or bad (especially at early stages), and should make it his chief purpose "to create a sense of inquiry and experimentation in which one variable is a change in the teacher's behavior."

Like other researchers and educators Flanders points to the inadequacies of rating sheets as they presently exist. He provides an amusing--or tragic--illustration of ineffective rating systems by telling of an instance in New Zealand, where the author had a chance to compare his own findings on teachers with ratings made by the "school inspector". Of the "top" five teachers in the Flanders study, two were given below-average ratings. Three out of the five "bottom" teachers got average or above-average ratings.

Flanders concludes his comments with a "Teachers' Bill of Rights" and a "Nonteachers' Bill of Rights"--sensible, realistic statements that might well be incorporated into any philosophical preamble for evaluative policies.

Some of the chapters in the American Educational Research Association's Handbook of Research on Teaching (Rand McNally, 1963) are particularly useful to any researcher examining the literature on attempts to measure teaching effectiveness. In Chapter 6, Donald M. Medley and Harold E. Mitzel review a number of efforts to measure classroom behavior by systematic observation and subsequently discuss their own researches in this area. The authors are critical of Ryans' observational technique on at least three counts--the delay between observing and recording, the over-all difficulty of the required tasks, and the use of weighting or rating on a quantitative scale. Such methods they feel, are "destined to yield questionable results." In the authors' judgment, it is much wiser to provide for the immediate recording of behaviors by checkmarks or tally marks in predefined categories where there is less chance of misinterpretation. That present methods of appraisal--especially rating scales--are ineffective is rather convincingly seen in the results of study after study cited by Medley and Mitzel. "No fallacy", they write, "is more widely believed than the one which says it is possible to judge a teacher's skill by watching him teach." Of course, they are referring to the "one-shot", haphazard observation methods so characteristic of the appraisal process in contemporary education. The authors make it eminently clear, through quoting the summaries of nearly a dozen studies, that pupil change or growth shows little relationship with teacher rating scales.

Still Medley and Mitzel are firm in their contention that a more systematic method of classifying teacher behavior and identifying patterns of such behavior can provide a more effective basis for determining teacher effectiveness. Most of the researches that draw their praise have obviously related most closely to measuring "classroom climate" or teacher behavior as it affects his relationships with his students (e.g., A.S. Barr, 1929; D.S. Thomas et al, 1929; Anderson, Brewer, and Reed, 1946; J. Withall, 1949; and Flanders, 1960.) One instrument that measured multiple dimensions of classroom behavior and that, in the author's view, possessed both strengths and weaknesses (as seen in the low reliability coefficients, or lack of consistency among observers of the same classrooms) is the "Code Digest" created by Cornell, Lindvall, and Saupe in 1952. This form for observation sought to measure seven (or eight) dimensions:

(a) differentiation (provision for individual differences)
(b) social organizations (group structure and interaction)
(c) initiative (pupil opportunity for self-direction)
(d) content (source and organization of material)
(e) variety (in activities and techniques)
(f) competency (technical performance of teacher)
(g) classroom climate (reflected by pupil behavior and teacher behavior)

The results of research employing this instrument suggest the inadequacy that Medley and Mitzel believe was built into Ryans method.

Medley's and Mitzel's own instrument--OScAR (Observation Schedule and Record)--represents an effort to combine and define the approaches of Cornell and Withall and to further revise according to their own ideas. The method calls for the tallying of signs (specific acts) rather than categories (more generalized statements of behavior). Later these signs, which showed significant frequency differences from classroom to classroom, were reduced to three dimensions--Emotional Climate, Verbal Emphasis (degree of verbal activities), and Social Organization (amount of grouping and pupil autonomy).

While Medley and Mitzel may be said to have provided clues for more systematized observational techniques, the OScAR possessed, by their own admission, one principal defect--"its failure to get at any aspect of classroom behavior related to pupil achievement of cognitive objectives." In other words, their study dealt with dimensions in which differences from classroom to classroom are most easily noted and did not provide an approach whereby appraisal could take into account the students' intellectual growth as it related to teacher-pupil behaviors.

Chapter 7 of AERA's Handbook--H. H. Remmers' "Rating Methods in Research on Teaching"--discusses at length the various rating techniques that have employed to assess teacher effectiveness. Remmers' work here does not offer much assistance to the researcher seeking information on valid criteria for teacher appraisal, but it does contain much information as to why rating scales have generally not done the job. Moreover, Remmers mentions at least two sources of appraisal that may lend themselves as parts of an effective evaluation process:

(1) Student appraisal (e.g., the Purdue Rating Scale for Instruction on which the research has demonstrated that student evaluation is a reliable and valid means of self-supervision and self-improvement for the teacher)

(2) Teacher self-rating (as in Q-technique ratings and, especially, in the "Self-anchoring rating scale", in which the respondent places himself on a "ladder" as being somewhere between "best" and "worst" and considers the rate of his progress on that ladder.)

In the Handbook of Research on Teaching, J. W. Getzels and P. W. Jackson provide an informative treatment of attempts to measure "The Teacher's Personality and Characteristics". If the reader draws no other benefit from the chapter, he will grow even less disposed to believe that ratings of teacher personality can provide a satisfactory appraisal basis. Briefly, some of the results of studies reported herein run as follows:

> Minnesota Teacher Attitude Inventory. This was used as the basis for many studies involving comparisons with pupil, supervisor, and observer ratings of teachers. Results showed (though not uniformly) a relationship between Inventory scores and pupil-teacher rapport. In studies of the relation between attitudes measured by MTAI and observed teacher characteristics, one very significant inference may be drawn--that teachers of "special subjects"--art, music, etc.--in the elementary school think more in terms of subject matter than of the child as a person.
>
> Guilford Personality Inventories. Efforts to use these or related tests to distinguish "good" and "average" teachers were not very conclusive at all.

Cattell's P.F. 16 Test. Studies point to no certainties.

Projective Techniques (e.g., Rorshach, Thematic Apperception Test, etc.) The studies indicate conflicting findings and need for further research of an empirical nature.

Measurements of Cognitive Abilities. In summarizing the efforts of researchers on this matter, Getzels and Jackson write: "Despite its attractiveness as a hypothesis, the proposition that very high cognitive ability is a sine qua non of the good teacher has relatively little empirical support."

It would, of course, be very convenient and altogether fortunate to be able to measure or predict teacher effectiveness through instruments such as the MTAI for there is much evidence to suggest that the teacher's attitude or "set" toward his students can work very significantly in calling forth greater productivity in the classroom. Nowhere is this fact more dramatically demonstrated then in the researches of Robert Rosenthal, as reported in his article "Self-Fulfilling Prophecy" (Psychology Today, September, 1968, 47-51). Here he describes a study in which after all the students in an elementary school had been given an intelligence test said by the researcher to predict "intellectual blooming", 20% of the children in each classroom were randomly chosen as the experimental group. The teacher was told by the researcher that these children had scored high on the test for intellectual blooming and would show remarkable gains very shortly. At the end of the school year all the children in the school were again given the same IQ test. The experimental group showed only slight verbal gains, but in total IQ the same group gained four points more on the average than the other 80% of the school population. In reasoning IQ their average gain was seven points more than that of their classmates.

There was another side to this picture, as Rosenthal describes it:

> "Many of the other children in the classes also gained in IQ during the year, but teachers reacted negatively to *unexpected* improvement. The more the undesignated children gained in IQ points, the more they were regarded as *less* well adjusted, *less* interesting, and *less* affectionate."

Subsequent studies by Rosenthal suggest that a favorable attitude in the teacher produces similar gains for children involved in symbol learning and even in instructional activity depending upon motor skills. Though Rosenthal believes that both verbal and nonverbal (conscious and unconscious) communication or interaction figure in these outcomes, he makes it clear that research has yet to determine just *what it is* and *how it works* in behavioral terms.

One wonders, when pondering the problem of teacher appraisal, just how much teacher performance could be improved if a favorable "set" of positive expectations could be induced in their supervisors and appraisers. Still, attitudes can be measured most effectively in terms of outcomes or *performance*, it appears, and careful observation of the appraisal process as well as the teaching process appears to be the only real path to discovering objective criteria.

If the nurturing of positive expectations in teachers can bring about greater productivity in his students, how much more effective would teachers be if they possessed a greater awareness of "the whole child" and of individual differences among their youthful charges? Some of the literature already noted in this summary contains findings that seem to indicate the *particular* need of secondary-school teachers for greater understanding of their students. It is not surprising that elementary-school teachers, who work with young people for much longer periods of time, should reveal greater concern for the students whole personality than for the subject matter at hand.

For the secondary-school teacher who might profit from a closer look at his students, there are many very fine sources of information--among these, John E. Horrocks' The Psychology of Adolescence: Behavior and Development, Third Edition (Houghton Mifflin, 1969). Especially noteworthy in this volume are Chapter 2, which synthesizes the various theories and points of view on adolescence; Chapter 3, a superb discussion entitled "Society and the Adolescent"; and Chapter 7, which treats the matter of self-concept in adolescence. Other chapters provide a fine overview of the secondary-school student and the teacher can find many implications in terms of the roles he must play.

A. Garth Sorensen, T. R. Husek, and Constance Yu, in a piece entitled "Divergent Concepts of Teacher Role: An Approach to the Measurement of Teacher Effectiveness", (Journal of Educational Psychology, 1963, Vol. 54, No. 6, 287-294), agree with Ryans, Redfern, and others that appraising teacher effectiveness depends entirely upon the roles he is expected to play and upon his perception of those roles. Using the six teacher roles postulated by Pauline S. Sears in 1957--advisor, counselor, disciplinarian, information giver, motivator, and referrer--they employed the Teacher Practices Questionnaire containing 30 problem situations, each involving a student and his behavior and requiring the respondent to rate alternative courses of action. The findings in two separate studies seemed to substantiate their hypothesis that any teacher may serve in any of the six roles at one time or another but that individual teachers will favor certain of these roles. If nothing else, this research has useful implications for the screening of applicants for teaching positions for the proper orientation of new teachers in a school system and for remedial procedures in following up teacher appraisal.

In a 1967 publication called Evaluation as Feedback and Guide (Association for Supervision and Curriculum Development, NEA) there are a number of excellent articles which, while their emphasis is often upon student evaluation, makes significant points pertinent to a philosophy for teacher-appraisal and to possible criteria for measuring teacher performance.

In the opening chapter, Fred T. Wilhelms declares that, in order to deliver feedback, evaluation must:

"(1) facilitate self-evaluation

(2) encompass every objective valued by the school

(3) facilitate learning and teaching

(4) produce appropriate and necessary records

(5) provide feedback on questions of curriculum development and educational policy."

Very realistically, he notes at one point:

> "Human beings are so constituted that they can look at themselves with clear eyes only when they are in a relaxed supportive situation. When they feel themselves persistently threatened, they distort the feedback offered them to make it match the self-concept they need".

His comment applies, no doubt, not only to students and teachers, but to administrators as well.

In Chapter 3 of this ASCD publication, Rodney A. Clark and Walcott H. Beatty state their agreement with C. R. Rogers (On Becoming a Person, Houghton Mifflin, 1961) that the teacher must show (1) empathy with his student, (2) unconditional positive regard for him, and (3) congruence with him. In Chapter 4, Dorris May Lee outlines a format for "Diagnostic Teaching", in which the content should be new to the child, appropriate to his level of readiness, and fitting to his concerns.

> "Crucial elements in diagnostic teaching are that:
>
> (1) Each learner must learn how to establish his own goals and purposes.
>
> (2) He must be steadily aware of these purposes.
>
> (3) He must devise for himself as well as plan with the teacher ways of achieving each goal as well as ways of recognizing the accomplishment.
>
> (4) Within reasonable limits, each student must be self-directing, self-pacing, and free to choose immediate goals, materials and procedures.
>
> (5) As far as possible, both teacher and learner must be aware of longer-term goals and larger frameworks of concepts to be developed, so that these may be used as guides to more immediate steps in teaching and learning."

In any classroom at any grade level, says Lee, "diagnostic teaching employs a combination of total group, ever-changing small groups, and independent study, with the needs, concerns and learning style of the individual always highly visible to the teacher."

In 1969 the Institute of Administrative Research, Teachers College, Columbia University, published Signs of Good Teaching (Indicators of Quality series), in which the contributors under William S. Vincent list four major criteria for teaching effectiveness: (1) individualization, (2) interpersonal regard, (3) creativity, and (4) group activity. These categories were determined after an examination of the literature in the field and after a list of "key concepts" had been drawn from the authorities studied. The "Signs" of the title is derived from Medley's and Mutzel's use of the term and suggests an effort by the contributors to provide a list of "easily observable" behaviors for objectively assessing a teacher's performance. The key concepts are given much fuller explanation than time or space will permit in this summary:

Nine Key Concepts of Individualization

(1) knowledge of pupils by teacher
(2) physical facilities (variety of resources)
(3) different tasks for different pupils
(4) participation by all pupils
(5) communication with individuals and small groups
(6) questions "customized" for individuals
(7) complementary teacher-pupil roles
(8) time for growth (extra help and enrichment)
(9) individual evaluation

Ten Key Concepts of Interpersonal Regard

(1) teacher's demeanor (pupils reflect it)
(2) patience (time for one another)
(3) pupil involvement
(4) physical movement
(5) respect (mutual)
(6) error behavior (accepted mutually)
(7) pupil problems (treated with consideration)
(8) atmosphere of agreement (opinions respected)
(9) teacher-pupil identification
(10) evaluation (positive, supportive)

Nine Key Concepts of Creativity

(1) time for thinking
(2) abundance of materials
(3) skills of thinking (variety)
(4) testing of ideas (free, not teacher-limited)
(5) openness (candor without anxiety, with respect)
(6) question-and-answer technique (open-ended)
(7) self-initiated activity (in student)
(8) opportunity for speculation (free inquiry)
(9) evaluation as motivation (praise and recognition, with formal evaluation delayed)

Twelve Key Concepts of Group Activity

(1) physical arrangement (facilitates interaction)
(2) teacher purpose (to cultive idea exchange)
(3) decision making (group shares in it)
(4) intercommunication and interaction
(5) conflict resolution (by group)
(6) cooperation and participation (by all)
(7) role distribution
(8) group goals
(9) group personality
(10) consensus
(11) group evaluation (by group)
(12) teacher's group role (a member, not a director)

These forty key concepts are shown later in the book on a two-dimensional diagram as they relate to the five phases of teaching--objectives, planning, role perception, interaction/communication, and evaluation. Some of these concepts will find educators in disagreement as to their measurability or value--e.g., the teacher's group role, the last concept listed above. Still, this material can be quite useful for anyone undertaking to develop instruments for teacher appraisal.

Several of the articles in Theory and Research in Teaching, edited by Arno A. Bellack (Teachers College, Columbia U., 1963), are somewhat helpful in the quest for a scientific method of teacher appraisal. In discussing the "Utah Study of the Assessment of Teaching", Marie M. Hughes first explains the rationale of the study and points to A.S. Barr's summarizing statement of his twenty years of work: "Teaching effectiveness may be essentially a relationship between teachers, pupils, and other persons directly concerned with the educational undertaking". The point of departure for the Utah Study was the assumption that such relationships could be described from data of classroom proceedings that centered on the interaction of a teacher and his students.

Thus, observers obtained classroom records of teacher behavior (verbal and identifiable non-verbal) and student response to that behavior. In the study teacher behavior (encompassing two concepts--teacher power and teacher responsiveness) is classified under seven broad categories:

(1) controlling (selection of contents, structuring of problems, regulating, standard setting, judging)
(2) teacher imposition
(3) facilitating
(4) development of content (teacher's response to student's handling of content including evaluation, stimulating)
(5) personal response (to student as an individual, outside of content)
(6) negative affectivity
(7) positive affectivity

Most teachers appeared to demonstrate very much the same pattern of behavior, one of rather narrow range, and were somewhat more positive than negative. Their evaluation of student responses"was done in such a general manner ("good", "O.K.", etc.) that the students were not helped to build finer discrimination or standards of work". Hughes also declares that the act of stimulating--introducing additional sources of information or other facets for exploration or student-initiated activities--was seldom apparent in the classrooms observed. The discussion of content provided little opportunity for student questions, exploration, or personal experience.

Hughes' comments on evaluation and stimulation by the teacher (under her fourth category) are the most interesting and worthwhile elements in the article. Some of the other categories mentioned need somewhat further elaboration than the article provides. Still, the reader gets the impression that the criteria measured by this study are related at least to those used by Ned A. Flanders, as previously noted.

Theory and Research in Teaching contains an article by Flanders in which the main effort is to construct several hypotheses for subsequent investigation. These untested hypotheses relate to (1) situations in which the clasroom objective or goal is either clear or unclear to a student, (2) perceived goals which have positive or negative "valence" (attraction), and (3) the variable of teacher behavior (direct and indirect behavior coming into play at different points in the classroom activities). Flanders is quick to admit the difficulties in assessing teacher behavior. He mentions, for instance, work by other researchers which shows that psychologically different types of students, identified by personality tests, have different reactions to the same teacher behavior patterns and still another study which found that pupils' perceptions of the same teacher were different according to whether the pupil could be classified as tending to seek "affective" or "cognitive" responses from a teacher. Flanders maintains, however, that research should be able to identify "general patterns of teacher influence that produce predictable responses of pupils". The author reminds us here of the ever-present individual differences among students even though his principal focus is upon the generalized effects of teacher influence.

In this same volume, the article "Scientific Study of Teacher Behavior", by Medley and Mitzel, also notes individual student differences:

> "If a given behavior had the same effect on every pupil every time it occurred, our task would be simple".

The remainder of the article does not really add much to earlier discussion of these researchers' work; indeed, this piece is much less informative than the chapter in AERA's Handbook.

In Chapter XII of Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness: A Summary of Investigations (Dembar Publications, Madison, Wisconsin, 1961), A.S. Barr makes a number of judgments based upon the Wisconsin Studies, and some of these are as follows:

(1) The researchers did not take into account that appraisers may sometimes give greater weight to an area of shortcoming so as to cancel out many areas of strength.

(2) Behaviors should be studied from the point of view of individual differences, readiness, motivation, pupil-oriented instruction, etc.

(3) Teacher behaviors may have residual effects upon pupil behavior--the long view can be lost if one looks entirely at at-the-moment pupil behavior.

(4) Ratings based upon personality factors lead raters (each with his own preferences) to rate high those teachers who have those characteristics each rater associates with excellence and to rate low those teachers not possessing the favored traits.

(5) Situation and setting will affect teacher appraisal.

(6) Administrators must extend their interests beyond hiring and firing, to helping and conserving human resources.

(7) There is some evidence in past investigations that so-called "efficiency ratings" may be to a certain extent compatibility ratings.

(8) There is an appropriateness aspect to teacher activities that must be taken into consideration in teacher evaluation.

(9) Possibly one of the marks of a good teacher is his understanding of the teaching process.

(10) Skill in speech is closely associated with teacher effectiveness.

Many of Barr's statements echo D.A. Worcester's remarks in Chapter XI of this same source. Here, Worcester cites what seem to be valid reasons for calling into question certain of the assumptions which the Wisconsin Studies made, either implicitly or explicitly. As he sees it, the studies seem to have assumed, among other things:

(1) that a teacher is equally effective with children of varying ability,

(2) that a teacher who is effective in academic areas will be effective in developing other objectives,

(3) that teaching posture is teaching ability,

(4) that teachers will continue to perform as they are presently performing,

(5) that appraisers are adequately trained or have natural ability to appraise teachers,

(6) that intelligence is related to teaching effectiveness

(7) that intelligence is general, or "global",

(8) that, if one can teach, he can measure the results of teaching,

(9) that the same type of teaching behavior is equally effective in all learning situations,

(10) that personality aspects of a teacher are associated with pupil change or growth,

(11) that speech proficiency and teaching effectiveness go hand in hand,

(12) that learning is more efficient in a well-ordered classroom, and

(13) that teaching effectively has nothing to do with engendering a desire to learn--in a long-range sense.

Obviously, any attempt to synthesize such a body of views and findings, some of them contradictory and others altogether suspect, is bound to encounter much difficulty. On the other hand, there are numerous recurring clues or inferences which may be drawn from the research literature and used as fairly reliable guides for developing improved procedures in teacher appraisal:

(1) It is the performance and not the personality of the teacher which must be evaluated.

(2) So great is the scope of the teacher's job that appraisal must inevitably focus upon specific factors while lending support and guidance to the general task.

(3) Self-evaluation by the teacher is a necessary phase in the appraisal program.

(4) The appraisal effort must be a cooperative, constructive, continuing program directed entirely toward the improvement of instruction.

(5) The "set" of the appraiser may figure as significantly in teacher behavior as the "set" of the teacher can influence pupil response.

(6) The use of rating scales is not a desirable approach or method in appraisal except as a guide for the teacher's self-evaluation.

(7) The teacher might logically and profitably employ student evaluations of his performance.

(8) Because it employs scales and would require training beyond that available to public-school supervisors and administrators, the Ryans study does not furnish a practicable basis for an appraisal process.

(9) The Medley and Mitzel OScAR, however good it may be as a scientist's instrument, would not lend itself to teacher appraisal by the untrained, overburdened administrator or supervisor.

(10) Flanders' interaction analysis comes as close as any method to furnishing a practicable approach to measuring teacher effectiveness through observation of classroom behavior, but it cannot be viewed as a basis for judging the teacher's total performance.

(11) Appraisal should reinforce (just as proper orientation should clarify) the teacher's perception of the roles he must play.

(12) An effective program of teacher appraisal will be concerned with the objective evaluation of the teacher's performance (behavior) in these areas:

(a) classroom interaction (climate)
  - motivation (of students)
  - participation (by students)
  - on-the-spot evaluation
  - stimulation
  - opportunity for student initiative
  - organization (use of grouping)

(b) perception of objectives (by teacher)

(c) communication of objectives (by teacher)

(d) behavior taking into account individual differences among students (flexibility in role playing)

(e) evaluation of student performance

(f) behavior taking developmental factors into account.

VI. APPRAISING TEACHER PERFORMANCE
ANALYSIS OF RESEARCH FINDINGS

INTRODUCTION

One of the most challenging questions facing education is how to design a system of appraising teachers that (1) the teaching profession will accept as being valid and useful, (2) the public will accept as reasonable in accounting for effective and efficient use of teacher manpower resources, and (3) school management will accept as useful in controlling the quality of the most crucial of all the variables contributing to the realization of classroom goals and objectives--the teacher.

The teaching profession currently holds in suspect those appraisal activities that are specifically designed to assess the quality of their teaching ability. Teachers perceive the current standards of effective teaching as being too vague and ambiguous to be of any value, and they believe that current appraisal techniques and procedures are falling considerably short in collecting valid information of a teacher's performances in the classroom. As a result, they do not accept the presence of appraisal activities in the school as serving any useful function.

School management personnel, on the other hand, do see a value in the use of appraisal activities. They view appraisal as serving a key role in providing them with continuous information concerning the strengths and weaknesses of their teaching staff. Since they are held directly responsible to the public and specifically to the Board of Education for seeing that classroom goals and objectives are realized

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Source: Battelle Memorial Institute Report by D. M. McFadden, 1970.

and since it is the teacher who exercises considerable influence on whether students acquire the skills, attitudes, and knowledges that the public expects them to acquire, having this information permits school management to take the appropriate actions necessary for maintaining the quality of the teaching staff. More often than not, appropriate actions usually include the use of such information as a basis for justifying the dismissal of teachers from the school districts.

Since teachers view appraisal activities as having limited validity, they seriously question its credibility as an information source for determining professional tenure. This has given rise to a fundamental issue in education which has had the effect of alienating teachers to appraisal activities and to school management personnel. Generally, the teaching profession has gravitated toward the conviction that the use of appraisal in such a fashion *does more to interfere* with the professional concern for quality teaching than it does to assist it. In fact, the extent of their concern over this matter has brought them to the point at which more and more professional teaching organizations are seeking to treat teacher appraisal in their districts as a negotiable item.

Related to this overall consideration of the appraisal system as it is now being practiced in the schools is an increasing interest on the part of the public concerning how well resources *are utilized* in bringing about the goals and objectives of the school at a *minimum of cost*. This emphasis on accountability of costs in terms of educational outcomes has brought with it a responsibility on the part of school management to find ways to optimize the use of all available resources including teacher manpower. As such, this responsibility holds implications for appraisal of teachers in the sense that it requires the development of a system for pinpointing areas in which teachers might be expected to improve their professional skills. Once the areas for improvement are known, school management could then introduce programs aimed specifically at staff development, and, by so doing, resolve two of its problems. First, it would demonstrate to the public that actions are being taken to maximize the use of teacher manpower through a positive program of identifying directions for inservice training, and, secondly, it would contribute to management's capability for implementing a system which assists them in overseeing the growth and quality of the most critical factor contributing to the realization of the schools objectives and goals for student learning--the teacher. If appraisal is used diagnostically in assisting teachers in their professional development, it also could go a long way toward solving the fundamental controversy over appraisal that exists between teachers and school management.

In the past two years, the staff of the Behavioral Sciences Division has conducted research designed to resolve the basic issues of appraisal and to develop an appraisal system for teachers that can be useful in helping the schools bring about the realization of their goals and objectives.

As a part of this research effort, three areas of past research and practice concerning the appraisal of effective teaching were examined: (a) standards of teacher effectiveness, (b) appraisal procedures and techniques, and (c) appraisal programs and systems.

Standards of Teacher Effectiveness

Volumes of research reports have been written in this area, but surprisingly little of this work has led to standards of effective teaching that can be objectively employed in an appraisal program designed to identify staff development needs. There has been a tendency on the part of investigators to focus on teacher _traits_ and _personal characteristics_ instead of the behavior of teachers when they effectively manage the conditions of learning in the classrooms. This limited emphasis on behavioral indicators appears to have contributed to the failure of past appraisal activities to identify relevant and appraisable components of effective teaching. To define effective teaching, many of the research studies, for example, have utilized traits like understanding, cooperation, creativity and intelligence, and such characteristics like "positive attitudes toward students" and "appreciation of student needs". The utility of such findings in advancing the state of the art has been minimal because of the vagueness of the terms defining the traits and characteristics and because of the failure to relate these traits and characteristics to changes in student behavior, i.e., learning and enculturation.

A problem arising from the use of traits and characteristics is that it is highly improbable that any two persons could ever reach agreement on what it was that an effective teacher did when he was thought to be in possession of such traits. The implication this holds for obtaining reliable measures of teacher performance is quite substantial. Such vague terminology would allow an appraiser to make judgments about a teacher's performance on the basis of what he, the appraiser, thought an effective teacher should be like rather than on the basis of an external standard whose credibility and behavioral meaning was widely accepted by all appraisers. These findings would seem to explain why teachers have found the standards employed in their school districts to be vague and ambiguous.

Another difficulty in defining standards concerns the sources used. Most investigators have tended to rely upon students and supervisory staff for standards of effective teaching at the exclusion of the teacher. Admittedly, relevant information has been obtained from these two sources, but there still remained a critical need for the opinions and judgments of teachers.

Another criticism of past research and practice in describing standards of teacher effectiveness concerns the tendency to compromise correct or adequate opinion-sampling techniques. The collection of the opinions of students, supervisory staff and teachers has often been too simplistic, not allowing for the inclusion of sufficient detail for judging the credibility of the information obtained. What has been needed is a greater use of questionnaire procedures designed to require the respondent to make known in some detail what it was the teacher did, the circumstances surrounding the behavior, and the reasons the respondent thought the behavior was effective in terms of the learning it produced.

Finally, there has been a lack of reference to what is now known about the conditions which affect the course of human development. For example, little attention has been given to the potential contributions of developmental and learning psychology as major sources in the establishment of credible standards. This is a serious omission because such sources make it possible to identify standards that are linked directly to the modification of student behavior. Additionally, it appears that many investigators hold the assumption that if one can teach, one can also measure the results of instruction and use these results in a constructive way to improve learning. This assumption is of very doubtful validity, and although teachers do assign grades, recommend promotions and judge students as high or low in many respects, the existing standards of effective teaching reviewed make little or no mention of this function.

Appraisal Procedures and Techniques

The most widely used technique in judging teacher effectiveness is the observational rating scale. At least two major weaknesses in this technique were identified which are independent of the problems associated with vague descriptions of what is to be observed and the importance of what is being observed to student learning.

The first concerns the effect of the presence of the appraiser in the classroom. Data exist which suggest that teacher's behavior varies significantly because of the presence of an appraiser. In view of such findings, one might reasonably question the likelihood that reliable observations are being obtained with this technique.

The second problem concerns the adequacy of the typical observation schedule for sampling the behavior of the teacher in the classroom. In a typical school district the appraiser's schedule usually includes one, two, or perhaps three formal observations of a teacher per year. This small number of classroom visitations precludes the possibility of judgments of teachers' effectiveness taking into account the normal ups and downs in teachers' performance. Such variation in performance may well be a function of factors totally unrelated to the teacher's ability to perform his duties. Typical scheduling of classroom observation does not suggest an organization which would take into account this potential performance variability.

Perhaps more importantly, such a small number of observations also precludes an adequate sampling of many relevant teaching skills. Under such conditions a teacher could be observed in areas of performance where improvement is needed, but might never be observed at those times when he is doing things which he is capable of doing extremely well.

Another major problem in appraisal procedures concerns the use of rating scales as a basis for making quantitative determinations of a teacher's ability to teach. Because of the inadequacies in present rating scales, due to inprecise definitions of what is to be rated and infrequent occasions of observation, it is doubtful that such measures of teaching ability are either valid or reliable enough to warrant placing faith in even ordinal interpretations of these quantifications. That is, even the rank ordering of teachers on any such measure should be suspect.

Finally, it should be mentioned that little is known about the relative importance of different aspects of teaching to student learning. Current appraisal procedures allow such decisions to be made by the appraiser, making it possible for him to rate a teacher high in general because he judges the teacher high on a particular aspect of teaching which he, the appraiser, feels to be a critical factor in learning. It seems reasonable, however, to assume that the teachers should also be responsible for making a determination of the relative importance of different aspects of teaching.

One can easily understand from this review the teacher's concern about the validity of the obtained information on their performances.

Appraisal Programs and Systems

Usually, two functions are served by appraisal systems. The first involves the rank ordering of staff members as a basis for merit pay, promotion or dismissal from the job. The second is the provision of reliable and valid information which lends itself to establishing programs for the professional development of the staff.

With regard to the first function, it has been found that if standards of performance and techniques of appraisal are perceived by those being appraised as not having credibility, and if the appraisal of the person's capabilities is made without any inputs from him, such a system or program usually decreases staff morale and increases anxiety about job security. This further separates management from its staff in terms of trust and mutual understanding. Since this condition also typically characterizes appraisal as it is now being practiced in the schools, it would explain why the basic issue between teachers and school management has arisen concerning the way in which appraisal is being used. If, on the other hand, an appraisal system provides for staff inputs, candid discussions, and full disclosure of assessment information to the individual staff members, suspicions of management's intent are sharply reduced.

With regard to the appraisal function of laying a foundation for a rational program of individual staff developments, several points can be made. The staff's awareness of this function reduces job security anxieties. However, before staff members will move constructively toward improving their performance, the barrier of the credibility of appraisal information and how it is obtained must be breached. This is of particular relevance for teacher appraisal for it is the teachers who firmly hold the belief that appraisal, as now practiced, lacks credibility. This barrier encompasses all of the problems noted in the previous two sections with one important addition. Research findings in industrial settings suggest that, if the initiative for identifying and discussing the weaknesses of the staff member come from the appraiser, the appraiser casts himself as a judge and the appraisee as a defendant. Such structuring of roles tends to make the staff member act defensively and impedes a constructive identification of future goals of self improvement and the actions necessary for improving performance. On the other hand, if the appraisal system provides the opportunity for the staff member to determine his own weaknesses and if the appraiser concentrates on assisting in the articulation of the goals for future improvement and methods for their attainment, constructive actions on the part of the staff member will be more likely. This finding holds many implications in developing an appraisal system for teachers that seeks to provide the basis for stimulating their professional growth.

Conclusions

The results of the foregoing analysis have led to the following conclusions:

Standards

- Little effort has been made to isolate observable teacher behaviors of relevance to student learning as a basis for establishing standards of teacher effectiveness.
- The contributions of developmental and learning psychology have been virtually ignored as potential sources for establishing standards.

- Few efforts have been made to examine the role that educational measurement plays in the learning process and, thus, its potential as a source for establishing standards.
- Teachers have played a minimal role in the establishment of standards.
- In the sampling of teachers, administrators, and students, there have been few efforts to employ rigorous methodologies in obtaining information of a type which relates to student learning and outcomes.

Appraisal Procedures

- Present observational techniques do not allow for a consistently valid and reliable determination of a teacher's performance.
- Rating scales often introduce bias because they are not structured to reduce the tendency of a rater to rate a teacher high on all items because the teacher performs well on an item that the rater thinks is of particular significance to learning.
- Because of the lack of any empirical weighting of rating scale items in terms of their importance to student learning, the ability of such scales to

distinguish individual differences in teaching ability must be held in doubt.

Appraisal Systems

- Systems of appraisal which have as their function the gathering of information to improve decision-making concerning promotion or dismissal of staff members need to include provisions for discussing openly and fully the reasons for such decisions and to disclose the information of relevance to these decisions.
- In the absence of such disclosures and openness, there is a tendency towards a decline in staff morale and a general mistrust of the intent of management.
- Appraisal systems whose function is to obtain data to make effective decisions with regard to the personal development and growth of an individual staff member need to include provisions for allowing individual staff members an opportunity to identify their own weaknesses and areas for growth and personal development. In the presence of this consideration, there is a tendency on the part of the staff member to direct his behavior constructively towards the removal of these weaknesses. If the

condition is not met, however, the staff member tends to inhibit his willingness to discuss weaknesses and to make improvements.

- Appraisal systems should permit the staff members to perceive that the obtained information is collected under conditions which are both valid and reliable.

Appraisal Systems in Ohio School Districts

All participating school districts were asked to provide the project staff with a description of their appraisal system and the techniques currently being employed for collecting information on teacher performances. Replies were received from 72 of the districts and an analysis of the appraisal systems was made to determine the state of the art as it is currently being practiced. Not surprisingly, the results of the analysis revealed the following:

- Standards of teacher effectiveness were loosely defined, and little reference was made to behavioral indicators of performance.
- Practically all of the techniques included the use of classroom rating scales of some variety and form, and there was little, if any, provision for meaningful interaction with the individual teacher being appraised.
- Practically all the programs used teacher appraisal as a basis for granting tenure. A relatively small number did use appraisal programs for merit pay and a few used

appraisal systems as a basis for the professional development of the teaching staff.

The lack of credible standards, the extensive practice of using classroom observational rating scales, the use of appraisal information for granting tenure and the minimal interaction of the professional staff with school management all contribute to the probable occurrence among Ohio teachers of morale problems and a general suspicion of school management.

Development of an Appraisal System by Battelle Staff

As a result of the problems revealed in the preceding review of key research findings and in consideration of the need to improve the state of the art of appraising teacher effectiveness, the project staff has developed a comprehensive appraisal system which included the following guidelines and considerations.

1. Standards of effective teaching were established whose credibility in the eyes of the teacher was not diminished because of vagueness and loosely defined terms. Accordingly, standards of teacher effectiveness for the appraisal instrument were derived from four primary sources: teachers, developmental psychology, learning psychology, and educational measurement. The emphasis was placed on the identification of teaching principles which, when applied by the teacher in the classroom, tended to increase the probability of desired outcomes of learning.

2. Rating systems were not designed to be employed by outside observers. This further enhances the credibility of the

appraisal program by acknowledging that classroom observational rating systems cannot possibly provide a large enough sample of teacher performances to support a valid appraisal of the effectiveness of the teacher.

3. The appraisal system provides procedures which include teacher self-appraisal as the major source for identifying performance areas in need of improvement. The emphasis on self-appraisal was made to provide teachers with the opportunity to initiate the identification of a tentative listing of performance areas in need of improvement and thereby increase the likelihood that they would move constructively in the improvement of these performances. (The performance areas in need of improvement will hereafter be referred to as job targets to borrow the expression from Redfern, 1963.)

4. The appraisal system allows for the inclusion of other sources of information independent of self-appraisal which could contribute to the identification of job targets. Accordingly, the system allows for the collection of other sources of information from colleagues, parents, teachers and the appraiser's personal observations. If, however, the appraiser chooses to make use of the sources, that decision carries with it a responsibility to disclose what the information revealed about the teacher's performance. More importantly, it carries with it the responsibility to obtain a judgment from the teacher concerning the validity of the information and its relevance to the identification of job targets.

5. The appraisal system is designed to allow for the development of a close working relationship between the teacher and the appraiser. Teacher and appraiser attention must be focused upon the performance and not the personality of the teacher. On the other hand, conferences and discussions must be warm, friendly, comfortable, and nonthreatening for both the teacher and the appraiser. It is assumed that a greater sense of personal achievement, job fulfillment, and higher morale will prevail whenever teacher-appraiser relationships include relaxed face-to-face communication, sharing of decision-making and problem-solving, and confidence in the integrity and motivation of each other. This is in direct contrast to appraisal as it is usually practiced and increases the teachers perception of the appraisal system as an authentic attempt to assist in professional growth and development.

6. The appraisal system should allow the identification of a range of possible job targets as a means for establishing a meaningful dialogue between the appraiser and the teacher. After the teacher has had a chance to complete the self-appraisal process, he will meet with the appraiser to discuss and review the information and the job targets tentatively identified by the teacher. The appraiser will then have an opportunity to make available other sources of information for the teacher's consideration and to make any suggestions or recommendations that seem appropriate in assisting the teacher to select a range of job targets for self improvement.

7. The appraisal system provides for a mutual agreement on a final selection of goals for the teacher. Although the teacher provides the major thrust in initiating and identifying a range of goal considerations, a final selection of the job targets for the first year is a responsibility that is shared by the appraiser and the teacher.

8. The appraisal system provides for a continuous analysis of the teacher's progress. Once a list of job targets is mutually agreed upon by the teacher and the appraiser, a continuous check of the teacher's progress should be made. This analysis of progress includes two interim conferences of short duration in which the teacher gives an accounting of his activities and the progress he is achieving. This will give the appraiser an opportunity to identify any possible problems surrounding the attainment of the job targets and to discuss these with the teacher in advance of the end of the school year. Options or alternatives that might be appropriate to resolving the problems could then be considered.

9. The appraisal system permits the gathering of information through classroom observations as a means for acquiring interim data which would shed light on teacher progress. It is believed that classroom observations might shed light on how well the teacher is progressing in the problem areas he has identified and thereby enhance the objectivity of the total appraisal system. Accordingly, it is recommended that, when appropriate, the teacher and the appraiser should reach agreement in setting up a schedule of visits to the classroom for such purposes.

10. The appraisal system emphasizes the responsibility of the teacher to account for his progress as it relates to the attainment of job targets. The attainment of job targets is a somewhat relative matter and judgments of progess by an appraiser and the teacher are often subjective matters. It is not necessary that a teacher demonstrate unequivocally that all targets are reached or that progress is being made in accordance with a given set of deadlines. What is important, however, is that the teacher gives an accounting of what steps are being taken towards the attainment of the targets and what reasons there are, if any, to cause him to maintain or depart from scheduled deadlines in efforts to move constructively towards the attainment of the job targets.

11. The appraisal system emphasizes the importance of an end of the year conference for determining the extent of the teacher's progress. Near the end of the school year, the teacher and appraiser should meet formally to discuss the teacher's progress. Depending upon the degree of success the teacher had in reaching the goals set at the beginning of the year, tentative plans should be made for identifying additional job targets to be worked on the following year.

Summary

The appraisal system that has been designed is one which increases the teacher's perception that the standards of performance and the techniques of appraisal are credible. It is also designed to permit the teacher to take the initiative for identifying many of the job targets and thereby increases the likelihood that constructive actions on the part of the teacher will be forthcoming.

The design of the appraisal system seeks therefore to resolve the fundamental controversy which exists between teachers and management but, it also seeks to increase management's capabilities in controlling the quality of teaching and, thus, the realization of school goals and objectives. It does this by creating conditions for appraisal which allow for the maximal development of the professional skills ~~to~~ of the teacher through utilizing self-appraisal and promoting a close working relationship with the appraiser.

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TEACHER EVALUATION

AN OEA POSITION PAPER

INTRODUCTION

(The following remarks are excerpted from a talk delivered by OEA Legal Counsel Edgar Lindley at the 1970 OEA Local Leaders Conference.)

Evaluations as we know them today fall far short of constituting an accurate criteria by which teaching ability may be measured. They may range any place from an educated guesstimate of one's ability, to the product of pure bias. There are no absolutes against which teaching and/or learning may be measured on a short term basis. There are bits and pieces of evidence, and given enough of these a valid judgment may be reached. But given too few, or unduly emphasizing some over others, leads to erroneous judgments.

Ideally, teacher evaluation should be measured in terms of generations, quarter centuries or decades. In the sense of an individual's self-appraisal of his life, it is so measured. But for the purpose of our bureaucratic society today, such time factors simply are not available. So we have developed the practice of our present guesstimates–our instant evaluation

We began with administrative evaluation. These ran the full gamut of an in depth study by one or more members of the profession in an attempt to arrive at an honestly held conviction of the worth of another member of the profession to a purely cursory observation coupled with ever conceivable personal bias. Dissatisfaction with the purely administrative evaluation led to the concept of self-evaluation. Unfortunately, it too lacks the basic quality essential to viability for it is one thing to recognize and admit one's faults for self-appraisal and quite another to engage in genuine professional self-flagellation in the full view of one's peers with the knowledge that the result may terminate one's ability to earn a livelihood.

So we come to the compromise where the administration and the teacher each arrive at their evaluation and then sit down to compare their results. Can this really be satisfactory for any level of evaluation below good to excellent? If we are solely concerned with professional improvement, perhaps. But what if the evaluation is dismissal-related?

Can any individual teacher sit before his administrative superior, argue his convictions with sufficient force to be convincing, and still recognize without fail that line where the conversation is no longer professional, but personal; that limit beyond which the reward is not compatibility, but animosity? Can the evaluator always maintain sufficient professional detachment to avoid asserting his "authority?"

Perhaps the solution to this problem lies in placing some further limitations on the evaluation before being used in dismissal. This might include some means whereby the evaluation and/or the evaluator could be judged for fairness and accuracy. Conceivably, all of an evaluator's evaluations could be analyzed to determine their strengths and weaknesses, although possibly no agreement could ever be reached on this point. A more probable procedure might be to bring in an inter-system evaluator periodically who would evaluate a predetermined percentage of a staff with no prior knowledge of the contents of any individual's file. Thereafter a comparative analysis could be made.

There are many alternatives. Obviously, the most simple and direct system which would eliminate personal bias and/or prejudice from the evaluation would make it more professional.

The point is that evaluations should have as their predominate purpose:

- The professional improvement of the teacher and teaching, and
- The assistance of the administration in an affirmative contribution to that improvement.

TEACHER EVALUATION - AN OEA POSITION PAPER

The Responsibility of the Profession

The Ohio Education Association and its members are committed to the improvement of public education. The organization believes that all public institutions seeking improvement must develop techniques for evaluations of the programs, personnel, and processes by and through which they provide such public service.

In public education, the responsibility for evaluation is shared. The public employer is accountable to the consumer and to its employees to regularly assess the growth, the development and the effectiveness of the enterprise, while at the same time the individual, professional educator similarly needs guidelines for self and program assessments. All personnel, teachers, administrators, service personnel, and students must be involved in activities which lead to this type of evaluation that will produce change for the overall improvement of services rendered.

Evaluation as Prescribed by the Minimum Standards

In Ohio, the State Board of Education has, through its minimum standards, required evaluation of professional staff. The recently approved State Minimum School Standards include:

Senior High School - Standards EDb - 403-07 (1968)

(j) It shall be the special responsibility of the principal to make periodic studies of the qualifications and performance of the teaching staff, to make the results available to the superintendent and the board of education, and to recommend ways to overcome weaknesses revealed.

Junior High School - Standards EDb - 405-06 (1968)

(j) It shall be the special responsibility of the principal to make periodic studies of the qualifications and performance of the teaching staff, to make the results available to the superintendent and the board of education, and to recommend ways to overcome weaknesses revealed.

The 1970 Elementary School Standards include the following statement:

Elementary School - Standards EDb - 401-08 (1970)

(d) Provisions are made for the evaluation of the services of all professional personnel in relation to the quality of the instructional program and the efficient operation of the school.

Principles Held Relative to the Evaluation Process

The profession continues to accept its responsibility to share in the evaluation of personnel. However, we believe guidelines should be set down in advance if effective evaluation is to occur. We are convinced that personnel evaluation must lead to improvement of teaching and learning to be successful.

Various rating schemes and devices have been developed and utilized by educators. Frequently, such plans have been imposed by school boards and/or school administration under the mistaken notion that the effectiveness of a teacher can be analyzed by a single evaluator, after sporadic or single observation. Occasionally, the sole purpose of the evaluation is to develop a "record" to justify decisions of reappointment or dismissal. It is not unusual to see evaluation programs conclude with the filing of a written record of observations without any follow-up activity designed to improve performance. We have set down the following guidelines for the development of personnel evaluation programs in the belief that they are psychologically and logically sound:

- The development of staff evaluation programs must involve representatives of the staff to be evaluated.
- The program of staff evaluation must be consistent with the stated philosophy of the school district.
- The board of education, administration, and staff must, in the early stages of development, come to agreement on the purposes of evaluation.
- The staff evaluation program should have as its primary goal the improvement of the personnel evaluated.
- Self-evaluation should be a part of the total program.
- Follow-up activities must be an integral part of the evaluation program.
- The program should concentrate on performance and not be reduced to rating scales of teacher personality.
- A program of evaluation will require the commitment resources of staff, funds, and time.

The evaluation of teacher performance should include, but not be limited to:

(A) EVIDENCE OF CLASSROOM CLIMATE:

1) motivation of students
2) degrees and levels of participation of students
3) student performance in reaching new levels of skills, knowledge, habits, and attitudes
4) opportunities for student initiative

5) techniques of organization and activity in the classroom
6) techniques of evaluation and recognition of success
7) counseling techniques and skills

(B) DEVELOPMENT AND PERCEPTIONS OF GOALS IN THE CLASSROOM:

1) development of goals by teacher, student, teacher-student
2) communication of goals, information, interplay of ideas and concepts
3) performance behaviors of students
4) goal evaluations
5) flexibility of teacher and learners in adapting to differences
6) recognition of developmental levels and ability levels of self and others

(C) THE PERSON-TO-PERSON RELATIONSHIPS WITH:

1) professional colleague
2) auxiliary personnel
3) classified staff

In order to emphasize the strengths to be developed, to acknowledge the areas of weakness, and to cooperatively plan the activities designed for individual improvement, the evaluation process must include:

1) trained observation and diagnosis
2) thoughtful self-appraisal
3) effective coaching and counseling
4) periodic assessment of performances by participants
5) planning-review sessions
6) follow-up program of activities
7) a re-cycling of the process

The Continuum of Evaluation

Each member of the professional staff has the right to evaluation of his performance and to assistance in improvement of that performance. Evaluation should represent a continuing dialogue between the professional staff member and his evaluator concerning all aspects of professional service. There should be mutually agreed upon written procedures governing evaluation of the staff. These procedures should grow out of the following kinds of principles:

> All personnel prior to employment should be thoroughly advised as to the evaluative procedures and instruments which are provided for by policy. Educators should be informed as to who shall observe and evaluate their performances and what the scope of the evaluator's authority will be.
>
> Items to be placed in the professional staff member's file should be discussed between the professional staff member and the evaluator and should be signed by the individual to signify his notification that the item will be placed in the file. The individual should be provided the opportunity to write a rebuttal to the evaluator's conclusions. All materials placed in the file after initial employment shall be open to the individual except for those confidential recommendations from outside the district.
>
> There should be a compilation of periodic observations of the professional staff member's professional services made prior to formal evaluation. The formal evaluation should cover all aspects of the professional staff member's professional service.

Evaluation records should show evidence of continuity and the variety of services examined.

Each professional staff member should be provided with a copy of the formal evaluation report.

Each professional staff member should be provided definite, positive assistance to correct professional difficulties and time to incorporate the recommended changes.

All evaluation of the professional staff member's activities should be conducted openly and with the member's full knowledge and awareness.

Evaluation should continue regularly throughout the professional staff member's service, although the supervisory burden will naturally be greater in the early years of his service.

An OEA Policy Statement Regarding Current Evaluation Programs

A survey of the literature on appraisal of teachers and on studies into teaching effectiveness yields considerable information from many voices in the field. One of these writers, Dennis McFadden[1], recently reported:

> "One of the most challenging questions facing education is how to design a system of appraising teachers that 1) the teaching profession will accept as being valid and useful, 2) the public will accept as reasonable in accounting for effective and efficient use of teacher manpower resources, and 3) school management will accept as useful in controlling the quality of the most crucial of all the variables contributing to the realization of classroom goals and objectives – the teacher.
>
> "The teaching profession currently holds in suspect those appraisal activities that are specifically designed to assess the quality of their teaching ability. Teachers perceive the current standards of effective teaching as being too vague and ambiguous to be of any value, and they believe that current appraisal techniques and procedures are falling considerably short in collecting valid information of a teacher's performance in the classroom. As a result, they do not accept the presence of appraisal activities in the school as serving any useful function."

In reviewing evaluation procedures, one finds that the following four approaches to evaluation are currently receiving the most attention.

I. The Classroom Observation

The classroom observation is an evaluation of the teacher that is derived by the building principal from his personal observations while in that teacher's classroom setting. All too often, the principal imposes his standards and his ideas relative to classroom techniques and methodology when using this evaluation procedure. The evaluation report only reflects these observations and biases of the observer.

Several have questioned the reliability of the typical classroom observation procedure in light of the adequacy of the sampling technique of the teacher's behavior in the classroom and the effect of the presence of the appraiser in the classroom.

II. The Use of Rating Scales

Rating scales – either arbitrarily developed by some administrator or cooperatively developed by the staff and the administration – often deal with superficial characteristics of the teacher and are not related to the learning situation or what is considered good teaching. The use of rating scales as a basis for making quantitative determinations of a teacher's ability to teach is affected by the imprecise definitions of what is to be rated and the infrequent occasions for the observations.

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[1] DENNIS N. McFADDEN, "Appraising Teaching Performance"; Battelle Memorial Institute, 1970., p. 1.

Rating scales often introduce bias because they tend to have the rater rate a teacher high on those items he thinks are of particular significance to the learning situation.

III. The Identification of "Job Targets"

The job target or "Redfern Model" recognizes that improvement cannot take place in all areas simultaneously and therefore there is the necessity of pinpointing areas of needed improvement. In Redfern's view, appraisal must begin with performance rather than person; and he insists that, while the teacher's personality traits may figure in his work, the evaluation of his teaching effectiveness must focus upon the way he carries out his job. He divides "the scope of the teacher's job" into five broad areas:

1) classroom instruction
2) consultation with individual pupils
3) effective communications
4) professional participation
5) self-criticism and analysis

The plan of action involves the:

1) joint determination of targets
2) clarification of roles of evaluatee and evaluator
3) agreement on process of evaluation
4) determination how evaluation will be done
5) carrying-out process

IV. The Battelle – Self-Appraisal Instrument

The Battelle – Self-Appraisal system provides procedures which include the use of behavioral objectives and critical incidents as the major source for identifying staff performance. The appraiser then has an opportunity to make available other sources of information for the teacher's consideration and to make suggestions or recommendations that seem appropriate in assisting the teacher to select a range of job targets for self-improvement. The teacher gives an accounting of what steps are being taken towards the attainment of the targets and what reasons there are, if any, to cause him to maintain or depart from scheduled deadlines in efforts to move constructively towards the attainment of the job-targets. Depending upon the degree of success the teacher had in reaching the goals set at the beginning of the year, tentative plans should be made for identifying additional job-targets for the following year.

The self-appraisal instrument categorizes the teaching into four areas: 1) instructional leader; 2) developer of self-concepts; 3) promoter of healthful emotional growth; and 4) communicates with parents and colleagues.

Any school system considering the implementation of a new evaluation program should consider the four above mentioned approaches and reconcile each as to the school system's philosophy and objectives.

In Summary

The OEA position on staff evaluation is that evaluation should be directed toward self-improvement of the employee; therefore, we would recommend either the "job target" or "self-appraisal instrument" approach to evaluation with the necessary concomitantcommitment from the building administrators. These systems permit the teacher to take the initiative for identifying the job targets and increases the likelihood that constructive actions on the part of the teacher will be forthcoming.

When using either the "job targets" or "self-appraisal instrument" there is the necessity for the teacher to become responsible for some improvement; however, it is totally unrealistic to believe that this will take place unless the building administrator allows and helps to support the teacher's personal commitment. It is not only highly desirable but absolutely necessary that each school system permit the local building principal to make this type of commitment by such activities as: released time for inservice work; to supply the necessary supportive services required; to provide the special counseling services required; and, to provide the opportunities necessary for teachers to help one another. The O. E. A. fully recognizes that one of the implications of such recommendations is that a good evaluation program would require the additional expenditure of funds to ensure its effectiveness. Also, any true process whereby individuals will be held responsible for self-improvement must be the result of some type of organizational structure in which they will have some real impact upon the decisions that will affect them. The staff must, therefore, be active participants in the school's evaluation process and the responsibilities for this function as they relate to their roles in the teaching - learning situation.

Prepared by the Commission On the Improvement of Education In Ohio and the Commission On Teacher Education and Professional Standards

Adopted by the Ohio Education Association's Executive Committee August 29, 1970

VIII. TEACHER EVALUATION STRATEGY

The Objective: How to improve the ability of the individual to perform his assigned responsibilities.

Administrative Function: The administrative function initially is to identify those individuals that have a capacity to perform. However, this capacity to perform should not always be confusedwith an individual's ability to perform and communicate. A person might have the capacity, but not the ability to relate because of certain personal problems, situational problems, or other innate situations.

Strategy: Teacher Evaluation should not be looked upon as "doing something to an individual" but instead, should be operated as a philosophy of "doing something with the individual."

Specific Suggestions:

1. The program should have as its primary goal the individual growth and development of each professional staff member.

2. There should be cognizable purposes and objectives for the teacher appraisal program.

    (a) The purposes and objectives of the program for appraising teacher performance should be identified by a committee comprised of representatives from classroom teachers, building principals, central office administration, supervisors, laymen (including board of education), and where appropriate, students.

    (b) Classroom teachers should constitute a majority of the membership on the committee.

    (c) The purposes and objectives of the program for appraising teacher performance should be explicit.

3. There should be a commitment by the board of education to the importance of the program for appraising teacher performance.

    (a) It is most important that there should be financial resources provided to adequately support the program.

    (b) There should be some rational planning technique or approach, such as Planning-Programming-Budgeting-Systems (PPBS), for relating the board's commitment to the program to specific resources.

4. There should be wide, active involvement at all levels of the professional staff in the development of policies and procedures pertaining to teacher appraisal.

   (a) To be more effective, classroom teachers should constitute a majority of the representatives on the committees and other ad hoc bodies which are involved in developing policies and procedures pertaining to teacher appraisal.

5. The policies, rules, and regulations, pertaining to the program for appraising teacher performance, should be formalized.

   (a) Written policy statements should be adopted by the board of education which will provide a framework for the effective execution of the appraisal program.

   (b) Written administrative rules and regulations should be cooperatively developed which enumerate and specify the procedures to be followed in implementing and administering the written policies. (Minimal standards require this.)

6. Clear and meaningful criteria, standards, or principles of effective teaching should be developed and defined in terms that will insure a common meaning to all members of the professional staff.

   (a) The criteria, standards, or principles of effective teaching should be expressed in terms of observable teacher and student behavior and interaction.

7. The actual appraisal of teacher performance should be a team effort.

   (a) An appraisal team consisting of the teacher himself, the building principal or assistant principal, and two experienced, well-qualified teachers at his grade level and/or subject area should serve as the appraisers.

   (b) The appraisers should serve as advisors to the teacher.

   (c) The emphasis should be on the performance and not on the personality of the teacher.

   (d) The appraiser-teacher relationship should be one of mutual trust, confidence, and non-threatening in nature.

   (e) Each teacher should develop a job description which is reviewed and mutually agreed upon by the appraisal team.

8. Provisions should be made for special preparation and training for those personnel whose responsibility it is to carry out the appraisal function.

   (a) The special preparation and training of personnel participating in the appraisal process should be initiated prior to their involvement in the actual appraisal.

9. Each teacher should establish goals for improvement or "performance targets" that clearly identify improvements to be achieved.

    (a) Goals for improvement or "performance targets" should be both short and long term in nature.

    (b) The goals for improvement or "performance targets" should be limited to a reasonable number, meaning a number for an individual teacher which he sees as feasible and obtainable.

10. Systematic observations of the classroom activities of students and teachers should be a major source of data concerning teacher performance.

    (a) Classroom observations should be mutually planned and agreed upon by the appraisers and the teacher.

    (b) Teacher members of the appraisal team should be given released time for classroom observations.

11. Where appropriate, student "feedback" instruments should be used to provide the appraisal team with additional insight regarding the teacher's performance.

12. Teacher self-appraisal should be one of the most important aspects of the program for appraising teacher performance.

    (a) Teachers should rate their own performance against agreed standards or principles of effective teaching and their established "performance targets."

13. The appraisal of teacher performance should be a continuing process.

    (a) The appraisal team should meet periodically during the year to review the progress of the teacher.

    (b) A summary of each appraisal conference should be prepared and entered into the teacher's personnel file--or a summary for the year!

    (c) Teacher members of the appraisal team should be given released time for conferences.

14. Extensive in-service opportunities should be available to teachers to enhance their personal growth and development.

15. All appraisal data should be kept confidential.

16. The appraisal program should be fully explained to prospective teacher employees.

    (a) The purposes, objectives, practices, and procedures of the appraisal program should be explained to prospective teacher employees when they are interviewed for a position, and reviewed again during the orientation program for new teachers.

17. All aspects of the program for appraising teacher performance should be periodically evaluated.

    (a) Each year a permanent evaluation committee, including representatives from the original committees on purposes and objectives, policies and procedures, and standards should evaluate the effectiveness of the program for appraising teacher performance.

    (b) Revisions should be made in the program when deemed advisable in light of evaluation results.

IX. TEACHER EVALUATION POSITION OF NEW JERSEY EDUCATION ASSOCIATION

Professional improvement is the concern of every member of the teaching profession. Boards of education, school administrators, individual teachers, and teacher associations all devote time and effort to the development of professional competence.

REASONS FOR EVALUATION

In many cases, professional improvement requires evaluation of teacher performance. Evaluation of educators has two purposes. It is a basis for rehiring and firing; this is job-oriented evaluation. It is also a basis for staff development; this is career-oriented evaluation.

Job-oriented evaluation. The traditional purpose of teacher evaluation has been to provide a basis for the granting of tenure, for the withholding or granting of an increment, or for the dismissal of incompetent or incapacitated practitioners. Proper job-oriented evaluation serves this purpose.

Under the Tenure Hearing Act and decisions by the state and federal courts, the school administration has the responsibility of guaranteeing that when a teacher is dismissed (or when his increment is withheld), he is treated fairly, for just cause, with full regard to his right of due process. Proper job-oriented evaluation serves this purpose, protecting the rights and responsibilities of all parties.

Staff Development. The more important (but less common) purpose of evaluation is to improve the effectiveness of the individual practitioner, to inspire professional growth, and to shape a successful teaching career. Career-oriented evaluation serves this purpose.

THE PROBLEM

Most current evaluation of teacher performance is job-oriented. Career-development has been sadly lacking.

Thus, at present, the teacher's desire for professional improvement is usually intertwined with--and frequently suppressed by--fears about job security. For the teacher, requesting help is looked upon as an admission of deficiency to a superior who makes decisions on hiring, firing, promoting, and demoting. For the evaluator, a request for assistance can appear to be a warning signal: "Here is a weak link that bears watching." By the very nature of the arrangement, the present state of job-oriented evaluation discourages voluntary teacher requests for classroom help. THIS IS THE OPPOSITE OF WHAT SHOULD BE.

BASIC PRINCIPLES

The sole defensible purpose of any school activity--including evaluation--is to upgrade the quality of education being offered to the pupils. The overriding purpose is improvement of performance. To achieve this end:

1. Evaluation should be constructive--to provide stimulation rather than defeatism.

Source: New Jersey Education Association

2. The district's programs and procedures for evaluating members of the school staff should be mutually developed by and acceptable to the teacher association, the administration, and the board of education.

3. Evaluation of non-tenure teachers should differ from evaluation of teachers in general.

4. Every school district should use expert job-oriented evaluations in reaching decisions on such personnel matters as dismissal, retention, the granting of tenure, withholding of increment, promotions and reassignments.

5. Because employees must have checks and balances against unfair or unfounded evaluations, these personnel decisions should be tied to the district's grievance procedures and should be grievable if individual teachers or the teacher association take exception.

6. Every district should have a comprehensive career-development program for improving the skills and performance of all members of the school staff.

7. Every district should have a suitable staff of helping teachers, evaluators, supervisors, principals, other administrators (plus outside consultants) to carry out its program of job-oriented and career-oriented evaluation.

EVALUATION AS IT NOW EXISTS

Most evaluations are job-oriented. The number of evaluations varies with the school district and with the status of the employee. Some districts make none. Some evaluate only non-tenured teachers. A few evaluate all employees, the number ranging to an extreme of perhaps six per year.

Evaluation requires information. Most evaluations are based on a "visitation" by a supervisor, who sits at a student desk and observes the teacher for a part of a period or part of the day. Some evaluations also use "instruments" such as rating scales or forms requiring narrative comment written by the supervisor during the observation.

Evaluation can be "formal" or "informal." Some are announced in advance; some are not. In the informal visitation, the evaluator observes for a short period without using any evaluation instrument or writing any report.

Formal visitations last longer. Generally, the evaluator uses an observation form and writes a report for the teacher's superiors, to be filed permanently in the teacher's personnel folder.

A variety of members of the school administration currently do the evaluating. In elementary schools, the evaluator is usually the principal or an assistant principal, although sometimes an administrator from outside the building--such as an assistant superintendent or a supervisor of elementary instruction--makes a visitation. In secondary schools, evaluation is less likely to be a responsibility of the principal's office and more likely to be a duty of the department chairman.

WHAT SHOULD BE EVALUATED?

Because teaching is a human enterprise, success depends--not on production--but on intercommunication among human beings. A teacher with a loud voice can succeed as well as the one with a soft voice. The introvert can fare as well as the extrovert; the male as well as the female; the scholarly as well as the pragmatic. Evaluators should seek no one personality type.

The teacher's philosophy of life and education are important elements in his classroom performance. They are so important that they should be basic considerations in initial employment. By hiring a teacher, the school district's personnel officer infers that the candidate's philosophy suits the school system. Thus, supervisors evaluating a teacher's performance should generally avoid considerations about personal beliefs and concentrate on the areas where improvement is possible and will benefit pupils.

What, then, should be evaluated in the performance of the classroom teacher?

Effective teaching results from a combination of planned actions and reactions. It includes these elements:

1. Effective, democratic discipline.
2. The teacher's competence in his subject field.
3. The teacher's enthusiasm for the subject he teaches.
4. The teacher's concern for students.
5. The teacher's art and technique of presentation.
6. The teacher's preparation for a specific lesson.
7. The teacher's personal appearance.
8. The physical appearance of the classroom
9. The teacher's willingness to accept new responsibilities and his performance of extra assignments.

These other considerations affect teaching effectiveness:

The Classroom Climate. Does learning occur efficiently in the classroom? Are student activities purposeful? Or are the students so uncontrolled that planned instruction cannot proceed? Are they so over-controlled that student creativity is curbed?

Interaction. Do students feel free to comment and ask questions? Does the teacher accept questions without appearing to snub or quash the students who ask them? Does the teacher deal honestly with student questions and needs? Do the students appear satisfied by the teacher's answers?

Objectivity. Does the teacher explore all sides of topics and questions? Does he admit that other opinions exist, and attitudes other than his own are possible? Or does he try to compel students to accept his attitudes and opinions?

Motivation. Does the teacher challenge students the most? Does he ask the most probing questions? Does he cause the most students to think, to probe, to question, to inquire, to examine, to use logic? These are all signs of an outstanding teacher.

Students. Do the teacher's students learn the skills they are expected to learn? Do they participate in the learning experiences that the teacher plans? Do they help to plan these learning experiences?

These are the areas that school administrators can--and should--evaluate.

WHO SHOULD BE EVALUATED?

If anyone on the school professional staff is evaluated, then everyone must be evaluated--including the evaluators and the chief school officers.

Each professional--administrator, specialist, teacher--will grow in comptence and skill to the degree that he is cognizant of his educational strengths and weaknesses.

HOW SHOULD EVALUATION BE DONE?

Because evaluation is a difficult, delicate, and subjective business requiring a variety of insights and skills, it should be done in teams of experts rather than by an individual.

One important way that teachers improve their capability is by self-evaluation. The evaluation process in every school system should encourage teachers to give critical analysis to their own classroom work.

Another important--but often untapped--resource of professional improvement is the teacher's staff of colleagues. Peers can be given responsibility in the career development of the school staff.

Student and parent interest, obviously, is a valuable resource in the constructive evaluation of any member of the school staff. Specific procedures--developed in the spirit of the relevant New Jersey statutes--can be worked out to offer students and parents continuing participation in the identification of criteria for the evaluation of professional performance.

THE TEACHER'S RIGHTS IN EVALUATION

Performance criteria and traits to be judged should be understood and agreed to by both teachers and administrators before the evaluation process begins. Mutually developed evaluation criteria should be discussed and disseminated.

The time, place, and conditions for the appraisal should be acceptable to both parties. This requires personal contact. To evaluate any particular lesson, the evaluator must first know (1) what the teacher's goals are and (2) how he or she expects to achieve these goals.

All evaluation of teachers should be done openly, with full knowledge of the teacher being evaluated. No eavesdropping, "bugging" or other hidden surveillance should be used.

The teacher is entitled to know that the evaluator, himself, has been an experienced and successful classroom teacher.

Evaluation must take note of special circumstances. The teacher of special education, for example, does not use the same teaching techniques as the teacher in the regular classroom.

A portion of the evaluations should be performed by someone specifically skilled in the teacher's professional or subject area. Even a department chairman may lack relevant background when, for example, the department is vocational education, the chairman's field is distributive education, and the teacher's specialty is auto mechanics.

Every visitation should be followed by a conference between teacher and evaluator, as soon as the supervisor can draw together his thoughts, observations, and suggestions.

The conference between teacher and evaluator should occur promptly. The teacher should be given a copy of the evaluation report a sufficient amount of time before the conference so that he can study it thoroughly.

No evaluation reports should be submitted to the central office or otherwise acted upon before the conference between teacher and evaluator.

The evaluation report should include an assessment of (1) the strengths of the teacher; (2) progress the teacher has made since the previous evaluation; (3) remaining difficulties; and (4) specific suggestions on measures the teacher can take to improve his performance in areas where difficulties have been indicated.

The school system should provide help in overcoming specified difficulties.

No teacher should be asked to sign a blank or incomplete evaluation form.

No material derogatory to a teacher's conduct, service, character, personality, or reputation should be placed in the teacher's personnel file--including an evaluation report--unless the teacher has first been shown the material and had an opportunity to review it.

To any material prepared for his personnel file, the teacher should have the right to submit a written answer which, after being reviewed by the superintendent or his designee, is attached to the file copy.

The teacher should have the right, upon request, to review the contents of his personnel file and to receive, at board expense, copies of any documents contained therein.

The teacher should have the right to indicate those documents in his personnel file which he believes are obsolete or otherwise inappropriate to retain. After a review by the superintendent or his designee, materials deemed obsolete should be destroyed. Disputes over the retention of such documents should be considered grievances, with action beginning at the superintendent's level.

Several evaluators--not just one--should observe the work of every educator before he is granted tenure. The granting or denial of tenure should not be the decision of just one person.

EVALUATION AND THE NON-TENURE TEACHER

Almost all teachers experience unexpected classroom problems. To some degree, all need supervisory help. This is especially true of first-year teachers.

Thus, the most important traits to be evaluated in the non-tenured teacher are: (1) his willingness to accept help and (2) his improvement as demonstrated by growth in skill, in specified areas, from evaluation to evaluation.

The school administration's ability to detect deficiencies in non-tenured teachers is crucial to the quality of a district's instructional force. In a school district with efficient administration, poor prospects are identified early.

Every school district should have a special development program to give prompt help to beginning teachers with classroom difficulties. It does little good for a supervisor to visit the teacher's classroom and list 10 difficulties that need correction without suggesting real remedies. It is insufficient to demand of the teacher: you do something about this. Unless the evaluator helps the teacher, he is not doing the required job.

Where correctable, the poor prospect's deficiencies should be immediately treated. To help this beginner develop as a teacher, the district's staff of helping teachers should work quickly to: (1) overcome his teaching difficulties and (2) fortify his teaching strengths.

The helping teacher should begin with the most serious difficulty and work with the teacher until he has eliminated it. The helping teacher should then work on a second difficulty and so on until he has helped the new teacher to overcome all his deficiencies.

If supervisory first aid fails, the effort at least should guarantee that the beginning teacher's pupils receive necessary instruction during the crisis period.

Where the beginner's deficiencies are so widespread or so deep as to be uncorrectable, the administration must see that this individual is replaced by a competent practitioner at the earliest moment.

CAREER-ORIENTED DEVELOPMENT

Behavioral psychology tells us that people respond better to challenge than to threat, better to praise than to criticism. The surest way to increase the effectiveness of any professional is to surround him with productive peers, expose him to new ideas, and stimulate him into constructive analysis of his own performance.

Many professionals in all fields operate capably in their jobs at less than their maximal level of production or efficiency. Accordingly, industry spends considerable amounts to upgrade the performance of professional, technical, and middle-management personnel. Schools make little comparable effort to upgrade the efficiency of their professional personnel--the teachers.

Yet, in this technological age, when schools are attempting to handle the changing expectations of a new generation of youth, teachers may need constant career development--not necessarily college courses, but also training in such areas as group dynamics, human relations, and skill development. One month of paid leave to work with an outside social or educational agency might be more important to a teacher's career in his third year, for example, than a full-paid sabbatical leave in his seventh.

As a minimum, every teacher is entitled to expect that he can receive advice, constructive comment, and confidential help from a competent school official, promptly, upon request. But true staff development requires far more than this minimum.

Career development requires helping teachers who serve as counselors to members of the teaching staff. To be effective, this development operation should be completely separated from job-oriented evaluation. Relations between teachers and counselors should be so confidential as to be almost confessorial.

A counselor of teachers must be a sensitizer and human referral library for professional improvement. He must be able to suggest teaching techniques that will immediately help the teacher; relevant books and articles to be read; seminars and conferences to be attended; human relations and group-dynamics techniques to be used; master teachers in other schools to be observed.

One danger inherent in today's standard evaluation is that "good" ratings can leave a teacher so satisfied that he stops experimenting to find ways of improving. Career development should not lock in the teacher exclusively on his existing methodology. It should encourage him to try new ways, new things, new ideas.

An observation is useful to the extent that it stimulates a teacher to branch out; encourages him to experiment with new ideas and techniques; and prepares him to changes in the student body, the educational process or the course content.

Professional improvement of teachers should emphasize strengths more than weaknesses. The teacher who communicates easily with his pupils verbally but has poor handwriting should be urged to find alternatives to chalkboard work, not given "bad marks" for illegibility. The more that teacher's strengths are developed, the less important the weakness becomes.

Without a staff of helping teachers--working with both tenured and nontenured teachers--evaluation of teacher performance will remain of limited value in the career development of the instructional staff.

RECOMMENDATIONS

1. "Evaluation" as it now exists in many school districts is generally unproductive for career development. Because it often threatens rather than helps the teacher, job-oriented evaluation as often presently conducted discourages teachers from seeking assistance. It is too often an obstacle to professional improvement rather than an incentive.

Recommendation---The local teacher association should negotiate with the school board to establish mutually agreeable procedures for the evaluation of teachers and other members of the school staff. Where such procedures are already part of a written board-association contract, these provisions should be reviewed and improved when necessary.

As a minimum, every district should maintain trained specialists to provide (1) for the non-tenure teacher--objective job-oriented evaluation and, (2) for all teachers--opportunities for career development.

In the absence of specific provisions for both procedures and program in the board-association agreement, the Association should negotiate the existence of a joing board-association committee to study improvements in staff evaluation.

2. Poor evaluation practice dampens teacher morale. It decreases teacher effectiveness rather than increasing it. Teachers must have a check against poorly done evaluations.

Recommendation---The local teacher association should make certain that its written comprehensive agreement with the school board allows any teacher to institute a grievance if the teacher objects to a written evaluation of his performance. In addition, some standing committee of the association, such as the Committee on Professional Rights and Responsibilities, should periodically review the work of the district's evaluators.

3. Because the school administration is the key to evaluation, evaluators should be selected with care and themselves evaluated regularly. Selection, evaluation, tenure, and dismissal of the school staff--and especially evaluators --is a joint responsibility of the school administration and the local teacher association.

Recommendation---Every school district should establish a committee including representatives of the school administration and the teacher's association to recommend: (1) which candidates should or should not be named to positions carrying the responsibility of hiring, firing, promoting, demoting, or evaluating professional school personnel; (2) which of these administrators should or should not be reappointed to their positions; and (3) which of these administrators should or should not receive tenure in their positions. In districts which do not establish such a committee, the local teacher association should assign the responsibility of making such recommendations to one of its standing committees, such as its Committee on Teacher Education and Professional Standards.

4. Dismissal procedures must guarantee due process to the affected teacher. On the surface, due process sometimes seems a way to protect the incompetent, to prevent the employer from discharging a staff member unworthy of gaining tenure. This, however, is not so. Fair dismissal procedures merely require the school administration to follow contractual boligations and to prove its case. With an incompetent, this is not difficult to do.

Recommendation---Every local teacher association should negotiate the adoption of fair dismissal procedures for teachers in the district. For the non-tenure teacher these procedures should include:

1. Warnings when performance falls below expected standards--and help to improve.
2. Notification of non-tenured teachers by April 30 of their employment status for the following school year.
3. Reasons, in writing, for dismissal, if the teacher requests same.
4. A hearing before the board of education on those reasons, if the teacher requests it.

5. Binding arbitration, in the event of adverse board decision, if the teacher requests it.

CONCLUSION

Evaluation is a fact of school life. As things stand, teachers usually view it with suspicion. If sufficiently improved, evaluation could become recognized as a benefit to all involved parties:

To the Administrator--by providing a fair basis for recommending dismissal, retention, reassignment, promotion, or withholding of an increment.

To the Non-Tenure Teacher--by providing (1) career development, (2) help in overcoming deficiencies, or (3) explanations for dismissal.

To the Tenure Teacher--by providing (1) career development and (2) documented evidence to be used for defense in the event proceedings are instituted to withhold increment or force dismissal under the Tenure Hearing Act.

X. GUIDELINES FOR TEACHER EVALUATIONS

DEVELOPED BY
THE ST. LOUIS SUBURBAN TEACHERS ASSOCIATION

INTRODUCTION

These guidelines were prepared to give direction for the implementation of the tenure bill, which states:

> "In determining the professional competency or efficiency of a permanent teacher, consideration should be given to regular and special evaluation reports prepared in accordance with the policy of the employing school district and to any written standards of performance which may have been adopted by the school board."

The word teacher as used in these guidelines is defined as found in the tenure law:

> "'Teacher', any employee of a school district, except a metropolitan school district, regularly required to be certified under laws relating to the certification of teachers, except superintendents, assistant superintendents, and any other persons regularly performing supervisory functions as their primary duty."

Since teacher creativity should be encouraged, precaution should be exercised to avoid the danger of trying to fit all teachers into a specific mold. Rigid standards and teacher conformity are possible results of the misuse of teacher evaluation and are to be carefully avoided.

PURPOSE

The major purpose of teacher evaluations should be to improve the quality of instruction. To help maintain high quality instruction, the teacher has the right to an evaluation of his performance. Some of the objectives of an evaluation are:

1) To enable the teacher to realize his strengths and weaknesses, as a personal guide for his improvement.

2) To emphasize the importance of self-appraisal and the setting of goals, both short-term and long-range.

3) To recognize special talents and capabilities of teachers which should be channeled into appropriate areas and thus to reveal misplacement, with the result that all members of the staff be assigned to positions for which they are best qualified.

4) To provide teachers with definite and positive assistance to correct professional difficulties and to allow time to incorporate the recommended changes.

Source: Furnished by St. Louis Suburban Teachers Association, Revised March 4, 1970.

5) To enable the teacher to recognize his role in the total school program.

6) To protect teachers from dismissal without proven cause by assuring adequate evaluation and written records.

IMPLEMENTATION

Responsibility of the teaching process is charged to the classroom teacher; therefore, teachers should have a voice in decisions that affect the quality of teaching. This applies to the entire process of teacher evaluation.

1) Teachers should be actively involved in developing the entire evaluation process for the district by planning the instrument of evaluation and the implementation. Criteria for evaluation should be agreed upon by teachers and administrators and should be subject to continual restudy and modification. These criteria should be used as guidelines, not as a check list.

2) Any evaluation form should include a provision for a self-evaluation by the teacher, since this is a major step in teacher improvement.

3) In order to orient teachers to the purpose and philosophy of evaluation, workshops on the evaluation process should be conducted in each district.

4) All teachers prior to employment should be thoroughly advised as to the evaluative procedures and instruments which are provided for by policy. Teachers should be informed as to who shall evaluate their performance, the conditions that control the process, and the scope of the evaluator's authority.

5) Each teacher should be evaluated by a team composed of two or more of any of the following: principals, supervisors, heads of departments, curriculum directors, directors of special subject areas, consultants and other classroom teachers. This procedure protects both teachers and evaluators from bias, prejudice and unfair criticism.

6) Each year, training sessions in evaluation concepts and procedures should be provided for administrators, supervisors, and teachers who will be engaged in the evaluation process.

7) All evaluation of the teacher's activities should be conducted openly and with the teacher's full knowledge and awareness. The evaluators should have the right to evaluate at their discretion, and the teacher should have the right to request evaluation to a specific time or in a specific area of teaching.

8) Those who serve as evaluators must have available adequate time to perform this function. More than one visit to a classroom, followed by a conference with the teacher, is essential. Especially; adequate time must be made available for frequent evaluation of a probationary teacher.

9) Following the evaluation, there should be a conference between the teacher and those doing the evaluation. Each teacher should be provided with a copy of the formal evaluation report. A teacher has the right to protest his evaluation and ask for re-consideration. He should have

the right to appeal. The teacher should be provided the opportunity to write a rebuttal to the evaluator's conclusions.

10) A complete record of all evaluation procedures and findings should be kept on file. This record should include an account of specific suggestions and efforts by the principal to facilitate any needed improvement.

11) All materials placed in the permanent file after initial employment shall be open to the teacher except for those confidential recommendations from outside the district. Whenever items are to be placed in the teacher's permanent file, they should be discussed between the teacher and the evaluators, should be signed by the teacher to signify his notification that the item will be placed in the file, and should remain confidential.

CRITERIA

Guidelines for evaluation would include such areas as:

A. The teacher in the classroom:

ability to set realistic goals
pupil response and achievement
planning, preparation, and performance
knowledge of subject matter
understanding of and interest in students' use of resources
evaluation of students' progress and achievement in light of goals--academic & non-academic
classroom atmosphere
use of resources

B. The teacher as a staff member:

relationship with faculty, student, parents, and community in areas that relate to the school program

C. The teacher as a member of the profession:

observance of professional ethics and standards
membership in professional organizations including areas of specialization
participation in organization activities
personal growth and development within the profession

XI. A SELECTED LIST OF SYSTEMS AND RESOURCES ON THE EVALUATION OF INSTRUCTION AND OF EDUCATORS

INTRODUCTION

The descriptions that follow do not represent endorsement by the National Education Association, the National TEPS Commission or state or local associations.

They are not selected on the basis of checks on their validity or reliability. Nor are they intended to be inclusive of those systems and resources considered to be major or the most popular. They are selected somewhat randomly as examples of the variety of evaluation systems available for observation of teacher and student behavior.

This represents a draft based on some direct examination of instruments, written statements by their developers, and reference to secondary sources. It is planned that when time permits each description of a system or resource will be checked with its developers.

The foremat and content of this list has been compiled with the interests and needs in mind of teachers and their associations.

1. Coping Analysis Schedule for Education Settings (CASES)

    Observers record 13 categories of both verbal and non-verbal behavior of students.
    Designed for teacher training, use by supervisors of teachers and for research.
    Developed by Robert L. Spaulding, Prof., San Jose State College, California.

2. Educator Feedback Center

    Students complete Teacher Image Questionnaire on several categories of teacher knowledge and behavior.
    Designed to provide teachers confidential information to help them work more effectively with students.
    Instrument requires 10-15 minutes for students to complete. Individual responses are anonymous, and feedback to teachers is confidential.
    Center analyzes responses and provides interpretation, discussion of problem causes, and suggestions for change in behavior.
    Developed by William Coates, Prof., Western Michigan University, Kalamazoo, Michigan.

Source: Compiled by Bernard McKenna, Associate Secretary, National Commission on Teacher Education and Professional Standards, NEA

3. EPIC Diversified Systems

Provides both training programs and service for observation, recording and analysis of teacher and student behavior. Emphasizes interaction analysis and teacher self appraisal.
Provides guidelines and check lists for use in external auditing.
Training time varies with the system selected.
Developed by Diversified Systems Corporation, 630 N. Craycroft, Tucson, Arizona 85711.

4. Evaluatee Evaluates the Evaluator

Contains samples of evaluation instruments developed by local school systems for use by teachers in: (1) evaluating principals and central office personnel, (2) for students' use in evaluating teachers, and (3) for principals to evaluate central office personnel and service.
Instruments are mainly check lists to be completed by individuals and not for observational purposes.
Prepared by Educational Research Service, 1201 16th Street, N.W., Washington, D.C.

5. Flanders System of Interaction Analysis

Trained observers record, periodically, ten categories of verbal interaction between teacher and students.
Designed both for instruction in teacher pre-service and in-service education, and research.
System can be learned in 12 to 20 hours.
Developed by Ned A. Flanders, Far West Laboratory for Research and Development, Berkeley, California.

6. Indicators of Quality

Trained observers record teacher behavior, student behavior and student-teacher interaction during 30-minute observation periods.
Designed to measure effectiveness of a total school staff, building or system-wide.
Results in numerical score.
System can be learned in 3-day training session.
Developed by William S. Vincent & Associates, Institute of Administrative Research, Teachers College, Columbia University.

7. Instrument for the Observation of Teaching Activities (IOTA)

Observers collect specific, objective information on several categories of teacher roles including teacher as counselor, mediator of the culture, and director of learning.
Purpose is to promote professional growth, provide for teacher self-evaluation and provide for appraisal of teachers by administrators based on a commonly accepted point of view.
Requires several orientation sessions before use.
Developed by National IOTA Council, San Jose State College, San Jose, California.

8. Mirrors for Behavior

An anthology of classroom observation instruments for collecting data about teacher and student behavior.
Contains an overview and introduction to both affective and cognitive systems.
Twenty-six different systems are reproduced in the anthology. A dozen of the systems have been used for teacher training and nine for supervision.
Amount of training required varies with the system.
Edited by Anita Simon and E. Gil Boyer, Research for Better Schools, Inc., 121 S. Broad Street, Philadelphia, Pennsylvania 19107.

9. Observation Schedule and Record (OSCAR 5-V)

Observers record, quantitatively, data concerning two sets of verbal behaviors of teacher: monologues and interchanges.
Category system is multidimensional. Has affective, cognitive and procedural dimensions which show the amount of time teacher and students spend on matters other than content.
Requires limited amounts of training.
Developed by Donald M. Medley, Professor of Virginia and Professor of University of Pittsburg.

10. Teacher Practices Observation Record (TROR)

Observers look for sixty-two teacher practices.
Measures the agreement-disagreement of teachers' observed classroom behavior with educational practices advocated by a philosophy of experimentalism. Permits comparable measurements of beliefs and practices in terms of a common theory.
Requires minimal training.
Developed by Robert Burton Brown, Professor, University of Florida, Gainesville.

11. Thirty-Three Roles for Teachers and Pupils

Observers record teacher activities and student activities in categories such as individualization, divergence of thinking, creativity and group activity.
Focuses alternately on what student is doing and what the teacher is doing.
System can be learned in 2 or 3 hours and may be applied jointly by teachers and students.
Developed by William S. Vincent and Associates, Institute of Administrative Research, Teachers College, Columbia University.

12. Verbal Interaction Category System

Closely related to the Flanders System. Represents an expansion of Flanders to provide more detailed information. Affectively oriented.

Observers record verbal communication between teacher and students.
Designed for use in supervision, teacher training and research.
Provides objective data and feedback for growth and change.
Developed by Elizabeth Hunter Professor, Hunter College, New York City and Edmund Admidon, Professor, San Francisco State College, California.

XII. EVALUATION PROGRAM FOR AKRON PUBLIC SCHOOLS

AKRON PUBLIC SCHOOLS

Teacher________________________________ School____________________

Grade or Subject__________________________ School Year_______________

COOPERATIVE EVALUATION OF TEACHING PERFORMANCE

Instructions

The purpose of this evaluation is to indicate how the teacher and principal appraise the teacher's performance, to encourage the teacher's professional growth, and to retain qualified people in the teaching profession.

Both teachers and principals should check each item with the understanding that it is valid only insofar as it is relevant to the situation: e.g., an attractive classroom is maintained to the limit that the physical aspects of the room permit.

Professional growth which comes from a systematic review of teaching practices and of personal and professional qualities is one of the most important purposes of an evaluation of teaching performance.

The teacher's signature does not necessarily indicate agreement, but simply that he has read the report and has had the opportunity to review it with the principal.

Cooperative appraisal completed ____________ ______________________________

Date Teacher's Signature

____________ ______________________________

Date Principal's Signature

Special recommendations of principal, if any:______________________________

____

____

____

____

CODE FOR APPRAISAL

+ = Strong
S = Satisfactory
NH = Needs Help
U = Unsatisfactory
T = Teacher's Estimate
P = Principal's Estimate

PART I — TEACHING PERFORMANCE

	T	P
A. Teaching Techniques		

A good teacher makes long- and short-term plans . . . Uses varied methods and materials . . . Makes clear assignments . . . Strives for pupils' achievement commensurate with their abilities.

Particular Strengths
or Weaknesses

	T	P
B. Relationship with Pupils		

A good teacher respects the ability and worth of each pupil . . . Shows willingness to give extra time to students . . . Motivates pupils to have purpose and desire for learning . . . Helps pupils develop a sense of personal worth.

Particular Strengths
or Weaknesses

	T	P
C. Management of Classroom Environment		

A good teacher establishes efficient classroom routines . . . Maintains a neat and orderly classroom . . . Arranges work areas conducive to learning.

Particular Strengths
or Weaknesses

	T	P
D. Discipline		

A good teacher develops mutual respect between self and pupils . . . Strives for self-discipline in pupils . . . Helps pupils set standards of conduct for the group both in the classroom and building . . . Understands and complies with policies and procedures relating to punishment.

Particular Strengths
or Weaknesses

PART II — PROFESSIONAL QUALITIES

	T	P
A. Attitude Toward Teaching		

A good teacher is proud of his profession and attempts to promote respect for it . . . Manifests enthusiasm toward teaching.

Particular Strengths
or Weaknesses

	T	P
B. Attitude Toward School		

A good teacher keeps school matters confidential . . . Follows policies and procedures of the building . . . Assumes willingly extra out-of-class duties and responsibilities.

Particular Strengths
or Weaknesses

	T	P
C. Relationships with Faculty, Parents and Community		

A good teacher promotes friendly staff relationships . . . Works understandingly and cooperatively with parents . . . Interprets the school's program and policies to the community as occasion permits.

Particular Strengths
or Weaknesses

	T	P
D. Background and Knowledge in Teaching Field		

A good teacher shows adequate knowledge of subject matter and courses of study . . . Grows professionally through study, experimentation and participation in professional activities.

Particular Strengths
or Weaknesses

PART III — PERSONAL QUALITIES

	T	P
A. Health, Grooming and Speech		

A good teacher dresses appropriately, is well groomed and poised . . . Is regular in attendance . . . Appears to be in good health generally . . . Enunciates clearly in a well-modulated voice . . . Uses good oral and written English.

Particular Strengths
or Weaknesses

	T	P
B. Emotional Stability		

A good teacher maintains sound emotional adjustment . . . Remains calm and mature in his reactions . . . Attempts to correct personal habits and mannerisms which detract from effective teaching . . . Adjusts easily to changes in procedure . . . Accepts group decisions without necessarily agreeing . . . Accepts criticism or recognition gracefully.

Particular Strengths
or Weaknesses

		T	P
OVERALL ESTIMATE	I. Teaching Performance		
	II. Professional Qualities		
	III. Personal Qualities		

SUPPLEMENTARY INFORMATION FROM TEACHER

Please list the activities in which you are or have been engaged this year, noting any special function you may have.

I. Work on city-wide committees

II. Services rendered to the school this year (List)

III. In-service growth activities

OPTIONAL INFORMATION FROM TEACHER

I. In what activities have you been engaged, other than the foregoing, which you feel have contributed to your effectiveness in teaching? (Include any you wish: home, community, travel, private study, etc.)

II. In the space provided or on another sheet of paper, please describe:

1. The help which you have received this year and which you found to be valuable.

2. Additional help which you feel would be most likely to improve the quality of your teaching.

3. Comments:

SUPPLEMENTARY INFORMATION FROM PRINCIPAL

Years of experience under my supervision, including this year

Principal's Recommendation of Teacher (Answer applicable questions)

1. Do you recommend reappointment for the following year?	☐ Yes	☐ No
2. Do you recommend reassignment to your building?	☐ Yes	☐ No
3. If the teacher has served at least three years within the past five and holds or may qualify for the Eight-Year Professional or Permanent Certificate, do you recommend election to tenure?	☐ Yes	☐ No

Additional comments you wish to make:

Principal's Signature

School

Date

original copy

As-23

AKRON PUBLIC SCHOOLS

Annual Report on Teacher

Name

Subject or grades

School

Date 19

years of experience previous to this year.

Years of experience under my supervision, including this year

Principals, directors or any other persons delegated by position or assignment to evaluate the teacher and his work are requested to study carefully the three forms to be used. The forms are designated as Forms As-23, 24 and 25. After you have studied the three forms, select the one that expresses as nearly as possible your appraisal of the teacher. This, then, is your evaluation of the teacher. Comment is not always required and sometimes is not even necessary, but space is provided to exemplify and to supplement the statement in the descriptive paragraph in the form.

This teacher is a real asset to the school system. His worth is recognized because he makes a contribution to the entire school program. In my opinion, he ranks among the top members of the profession He could not easily be replaced. I should object seriously if he were withdrawn from my organization, unless the change would mean a promotion for him. Therefore, I am requesting that he be continued as a member of my building staff.

Comment:

Principal's Signature

Teacher's Signature

original copy

AS-24

AKRON PUBLIC SCHOOLS

Annual Report on Teacher

________________________ 19 ________
Date

____
Name

____
Subject or grades

____
School

____________years of experience previous to this year.

Years of experience under my supervision, including this year__________________

Principals, directors or any other persons delegated by position or assignment to evaluate the teacher and his work are requested to study carefully the three forms to be used. The forms are designated as Form As 23, 24 and 25. After you have studied the three forms, select the one that expresses as nearly as possible your appraisal of the teacher. This, then, is your evaluation of the teacher. While comment is not required as part of the record on the Form As-24, it would seem that in most cases it becomes necessary if teachers are to retain individuality.

This teacher belongs in that large class of good teacher. He has many desirable traits and through his many fine talents, he contributes much to the school program. A school's success is, in a large measure, due to a faculty that possesses and exercises a well-rounded combination of special abilities. This teacher, in my opinion, is a contributor in such a group. Therefore, I am requesting that he be continued as a member of my building staff.

____________However, while the above paragraph represents my evaluation, for the reasons stated below, I am recommending that a transfer be taken under advisement. (This paragraph will not be considered unless checked and supported by very specific comment.)

Comment:

____
Principal's Signature

original copy

As-25

AKRON PUBLIC SCHOOLS

Annual Report on Teacher

Name

Subject or grades

School

-- 19........
Date

............years of experience previous to this year.

Years of experience under my supervision, including this year - - - ....

Principals, directors or any other persons delegated by position or assignment to evaluate the teacher and his work are requested to study carefully the three forms to be used. The forms are designated as Forms As-23, 24 and 25. After you have studied the three forms, select the one that expresses as nearly as possible your appraisal of the teacher. This, then, is your evaluation of the teacher. Comment is necessary, on Form As-25, and space is provided to exemplify and to supplement the statement in the descriptive paragraph.

In my opinion, this teacher is not making satisfactory contribution to my school program. While he possesses certain good qualities, nevertheless I feel that he fails to meet the standards of the profession. Under these circumstances, I am advising that he should not be included in my organization for next semester. I am presenting the following explicit justification for this recommendation.

Comment:

Teacher's Signature

Principal's Signature

AKRON PUBLIC SCHOOLS
Office of Professional Personnel

INFORMATION ON NEW TEACHER ADJUSTMENT

Name of Teacher ____________________ Grade ____________

Subject ____________

Based upon your observation of this teacher to date, please comment on his/her adjustment in the following areas:

	O	S	NI	No Opportunity to observe
Knowledge of Subject Matter				
Teaching Techniques				
Organization				
Lesson Plans				
Discipline				
Rapport with other Staff members				
Rapport with Principal				
Ability to follow directions				

Key: O - Outstanding S-Satisfactory NI- Needs Improvement

What is your estimate, at this time, of the future potential of this teacher?

_____ Superior _____ Above Average _______ Average _____ Below Average

Please list any particular "strengths" or "weaknesses" of this teacher

____

____

______________________ School ______________________ Principal Signature

Please return the original copy to the Office of Professional Personnel. The carbon copy is for your files.

AKRON PUBLIC SCHOOLS
Office of Professional Personnel

PRELIMINARY EVALUATION OF TEACHING PERFORMANCE

Teacher's Name ______________________ Date ______________________

School ______________________ Grade or Subjects ______________________

Problem

Help Given

Other Comments (Use reverse side if necessary)

______________________ ______________________
Teacher's Signature, Signifying Receipt of Copy Principal's Signature

Please return the original copy of this form to the Office of Professional Personnel not later than the last week of November, preferably by Monday, November 24, 1969. A copy is to be given to the teacher by the principal, and a copy retained for your file.

A K R O N P U B L I C S C H O O L S
Office of Professional Personnel

January 6, 1971

To All Principals:

It will be necessary to file, by Wednesday, January 27, 1971, a second preliminary evaluation for each teacher who was evaluated in November or a first one for any other teacher whose work is not satisfactory at this time. This procedure must be followed if the possibility of employee termination is under consideration.

May I urge you to conduct a conference with the teacher at the time you give him a copy of the evaluation and obtain his signature. As you know his signature does not indicate his agreement with the evaluation but only that he has read and received a copy.

All teachers who are not showing satisfactory progress according to your January evaluation will be asked to schedule a conference with me unless you specifically request that such a conference not be held. This conference is an essential step in a systematic evaluation process and does not necessarily indicate that a teacher's contract will not be renewed.

In case the teacher's work has become satisfactory since November, the second evaluation should be written, making note of this.

D. E. Dominic
Assistant Superintendent
Professional Personnel

DED:fj
Enclosures

AKRON PUBLIC SCHOOLS

Office of Professional Personnel

January 6, 1971

SECOND PRELIMINARY EVALUATION OF TEACHING PERFORMANCE

Teacher's Name ______________________________ Date ________________________

School ________________________ Grade or Subjects ________________________

Problem

Help Given

Other Comments (Use reverse side if necessary)

______________________________________ ______________________________________

Teacher's Signature, Signifying Receipt of Copy   Principal's Signature

To the teacher: Your signature indicates you have read and received a copy of this evaluation. You may, if you desire, submit a statement of your own.

AKRON PUBLIC SCHOOLS
Office of Professional Personnel

Request for Terminal Evaluation

To the Principal:

The teacher whose name is listed below has resigned or taken a leave of absence.

Your cooperation in providing the following evaluative information, which may be used as a basis for future references or for possible reemployment, will be appreciated.

Name:

Number of months under your supervision:

In general, how do you rate this person as a teacher?

___ superior ___ above average ___ average ___ below average ___ unsuccessful

Strengths

Weaknesses

Would you rehire this person? _____ Yes _____ No

Would you recommend this person's being reassigned to your building? _____ Yes _____ Nc

_______________ _______________ _______________

School Principal's signature Date

XIII. EVALUATION PROGRAM FOR TOLEDO PUBLIC SCHOOLS

CRITERIA FOR EVALUATION OF
FIRST AND SECOND YEAR TEACHERS

Revised - SEPTEMBER 1967

Teacher Personnel Office
Board of Education
Toledo, Ohio 43608

Robert F. Shelton
Administrative Assistant
Teacher Personnel

Frank Dick
Superintendent of Schools

August 15, 1969

EVALUATION OF TEACHERS

It is the policy of the Toledo Public Schools to evaluate the work of teachers in order to improve the quality of teaching.

Certainly the most outstanding teachers would not be rated equally high in all areas, nor rated the same day after day. The criteria of evaluation as explained in detail on the pages defining terms are goals. No beginning and no experienced teacher can hope to reach these goals every hour every day. William Lyon Phelps, the famous Professor of English Literature at Yale University has stated:

> "Teaching is an art --- an art so great and so difficult to master that a man or a woman can spend a long life at it without realizing much more than his limitations and mistakes and his distance from the ideal."

Evaluators and evaluated might well keep this thought in mind.

Evaluation Committee 1967-68

Miss Wally Naumann - Chairman
    Principal - Arlington School
Mr. William Bradley
    Principal - Raymer School
Mr. Russel Burget
    Principal - Nathan Hale School
Mr. James Foltz
    Principal - Libbey High School
Mrs. Jean Gregory
    Assistant Principal - Fulton School
Mrs. Grace Knaggs
    Assistant Principal - DeVilbiss High School
Mrs. Myrtle Rich
    Principal - Marshall School
Mrs. Thelma White
    Assistant Principal - Woodward High School
Mrs. Ann Kehoe
    Co-Chairman, Toledo Education Association, Professional Rights and Responsibilities Committee
Mrs. Naomi Long
    Co-Chairman, Toledo Education Association, Professional Rights and Responsibilities Committee

EVALUATION CRITERIA

I. **Teachers to be evaluated**

- A. **Regular** probationary teachers

    1. The work of all teachers on one-year contracts who hold a regular four-year provisional certificate is to be evaluated for two consecutive years.

    2. If weaknesses have been indicated on the evaluations previously filed, the evaluating period of the teacher may be extended to a third year or even a fourth. If the assignment for the third year has been with the same supervision as the first two, the teacher must be approved for a four-year contract or dismissed.

    3. If at the end of the first year a teacher requests a transfer or if it becomes necessary to make such transfer because of lack of success during his first year (or second year), the teacher will be asked to continue for two additional years in the new assignment before becoming eligible for a four-year contract.

- B. Teachers (Limited Certification)

    1. Any individual who possesses a four-year standard college degree and holds a temporary certificate, or a person who has completed at least 90 semester hours and holds a cadet or temporary certificate is classified as a teacher (limited certification).

    2. A Teacher (Limited Certification) will be subject to all supervisory regulations governing probationary teachers. The Teacher (Limited Certification), after two consecutive years of supervised successful teaching, will remain a Teacher (Limited Certification) until all requirements are met for contract teaching. Until a regular provisional certificate is granted, only one annual evaluation report will be required from the principal for the Teacher Personnel Office. The principal may require a one-year contract for the school year following the receipt of the proper provisional certificate.

- C. Former Teachers

    1. The work of former teachers who have successfully completed two consecutive years as limited contract teachers in the Toledo Public Schools within the last five years, and who return, will be evaluated in the March 15 report only.

    2. These teachers will be required to complete two consecutive years on limited contract after their return.

I. Teachers to be evaluated - (continued)

D. Irregular Term Teachers

For a year to be counted as one of two consecutive years, the following conditions must have been met:

1. If the teacher did not start his teaching at the beginning of the school year, he must have started before December 1 and have continued for the remainder of the school year.
2. If the teacher started his teaching at the beginning of the school year, he must have continued through March 15.
3. Teaching for one of the two years must have been for the entire school year. This will provide continuity of supervisory services.

II. Evaluators

A. Elementary schools

1. The principal will be responsible for the evaluation of the work of the regular classroom teacher. The principal may ask for assistance from the assistant principal, but the principal should make at least one of the required formal observations since the ultimate decision on re-employment is the responsibility of the principal.
2. All members of the central staff concerned with general supervision and those concerned with special areas as listed below will visit first and second-year Toledo teachers for whom they are responsible at least three times a year, and as often thereafter as time permits to assist the teacher in all phases of instruction and curriculum. These visits will be accompanied by conferences imparting such information as may be helpful to the teacher. Members of the general supervisory staff will discuss with the principals at the time of their visits the work of the teachers with whom they are concerned.
3. Responsibility for recommendations concerning re-employment of a person teaching primarily in the fields of physical education, art, music, home economics, industrial arts, or in other special areas rests with the principal or the assistant principal and the director of the special area concerned. Recommendations for future employment can be made by the principal and other authorized personnel acting cooperatively and signed by both, or separate forms can be made out and signed individually. However, both must report. If disagreement appears in the reports, the case will be referred to the Administrative Assistant-Teacher Personnel for his decision. The form should also be signed by the teacher to indicate he has seen the report(s).

II. Evaluators - (continued)

B. High Schools

1. Since the principal is responsible for the ultimate decision on re-employment of all teachers within the building, he should make at least one of the formal observations.

2. The Assistant Principal in Charge of Instruction will be responsible for orientation, formal observations, and reports of all teachers (limited certification) within the building.

3. When an unsatisfactory evaluation is to be filed, the Assistant Principal in Charge of Instruction must notify the principal and the principal must also make an observation before the report is filed in the Teacher Personnel Office. The principal must keep a written record of his observation(s), one copy for the teacher and one copy for the principal's files.

4. The directors in special areas reinforce the subject area, give special attention to the teacher's knowledge on the evaluation summary, and make recommendations in regard to re-employment.

III. Procedures

A. Observation

1. A formal observation consists of a minimum of thirty (30) uninterrupted minutes and a maximum of ninety (90) minutes on any one day.

2. Three formal observations are a minimum requirement and with discretion additional observations may be made, properly spaced to allow for teacher growth.

3. It is the responsibility of the observer to enter the classroom in such a manner as to make both the teacher and the pupils feel as relaxed as possible.

4. Observers must take notes, either in the classroom, or immediately upon leaving, so that suggestions will be based upon fact.

B. Conference

1. All formal observations must be followed by a conference and a dated written summary made with a copy for the teacher and one for the principal's files.

2. The conference between teacher and principal should be conducted in a spirit of friendly helpful cooperation. The conference is the most important step of the whole evaluation procedure. If it is slighted by the principal or taken lightly or defensively by the teacher, the most helpful part of the evaluation procedure will be lost. This point cannot be over-emphasized.

III. Procedures - (continued)

C. Evaluation

1. The observations and conferences shall be the basis for the evaluations filed December 15 and March 15 in the Teacher Personnel Office.

   a. The December 15 report

      (1) The first observation must be made before November 1. Another observation must be made before the December 15 report is written. These observations should be spaced to allow for teacher growth on suggestions made.

      (2) The December 15 report is to be prepared in triplicate. One copy is to be filed in the Teacher Personnel Office for all first and second-year teachers. The other copies are for the school file and the teacher. Where marked weaknesses are observed, the first report should be filed even earlier than December 15.

   b. The March 15 report

      (1) The second report, also in triplicate, is to be similarly prepared and filed by March 15 in the Teacher Personnel Office.

      (2) If the March 15 report is to be unsatisfactory or doubtful, it must be based on at least two (2) observations since the filing of the December 15 report. These observations should be spaced to allow teacher growth on suggestions made.

   c. Teachers starting after December 1.

      (1) A report should be in the Teacher Personnel Office by March 15.

      (2) However, where such teachers show marked weaknesses and/or are not to be recommended, reports should be filed as early as possible but no later than March 15. This report must be based on at least two (2) observations, properly spaced.

2. The evaluation must be signed by the evaluator, principal, and the teacher to be accepted by the Teacher Personnel Office. All additional comments must be signed by the evaluator, the principal, and the teacher. Signatures show that a conference has been held and that the teacher has seen, although not necessarily approved, this report and discussed the items with the evaluator.

III. Procedures - (continued)

C. Evaluation

3. All blanks on the evaluation form must be properly filled in. Where an area on the evaluation summary is not checked, an explanation may be substituted.

4. When a given rating of "3" or better is subsequently lowered below a "3", an explanation of the reason for the lower evaluation must be included as part of the report, either on the back, or as an attached separate, dated, signed sheet.

DEFINITION OF TERMS

To promote uniformity of use, the following notes are to be used in understanding the criteria of evaluation.

I. TEACHING TECHNIQUES

A. Evidence of adequate plans and preparation is shown when:

1. Content and procedures are selected to achieve purposes of the lesson and of long-term plans.

2. Daily plans are written in the plan book, detailed enough for the teacher's use or for a substitute, if necessary. These are to be checked weekly by the principal or assistant principal.

3. There is thorough understanding of the material to be taught.

4. There is sufficient familiarity with the lesson plan and teacher's guides so that they are used effectively and creatively.

5. Plans provide variety balance in types of activities.

6. Questions and notes are written on cards, in the text, and/or in the guide.

7. Necessary chalk board preparation has been made prior to the beginning of class. Chalk boards should be used throughout the lesson for clarification as needed.

8. Teaching aids, such as cards, charts, books, films, are ready for use.

B. Ability to motivate and win pupil participation is shown when:

1. The teacher uses questions leading into the day's work, pictures or other concrete materials, and short, snappy reviews.

2. Lessons provide a balance of pupil and teacher interaction.

3. The enthusiasm of the teacher is sustained throughout the lesson.

C. Questions demonstrate teacher's skill when they:

1. Are closely related to pupils' level of comprehension.

2. Make pupils think reflectively and deeply.

3. Motivate them to read, to find out, and to create.

4. Help pupils clarify meanings and check understandings.

I. TEACHING TECHNIQUES - (continued)

C. Questions demonstrate teacher's skill when they: - (continued)

5. Help pupils organize their thinking in a logical way.
6. Help pupils pull a number of ideas together, to generalize.
7. Point out how new learnings can be applied.

D. Skill in making assignments is shown when:

1. Pupils are helped to relate new subject matter to previous learnings.
2. Presentation follows planned steps for most effective learning and shows adjustment to needs of the group and of individuals.
3. Worthwhile and interesting assignments are presented clearly and explicit directions are given.
4. Classwork and homework assignments are made realistic in length and difficulty to the grade, ability, and home background of the student.

E. Resourceful use of instructional materials is evidenced when:

1. A variety of materials is used to stimulate interest and enrich learning.
2. Materials are properly related to the class work and are appropriately timed.
3. The ideas of pupils and other approaches are considered although the text book is the primary resource.

F. Lessons reflect recognition of individual differences when:

1. The teacher shows a personal interest in each pupil's progress.
2. Each pupil is helped to achieve the maximum of his ability through varying assignments and teaching methods.

G. Ability to develop good work habits and attitudes is shown when:

1. High standards of work are consistently encouraged.
2. Opportunities are provided for creative, independent work.

H. Skill in adapting to unforeseen changes is shown when:

1. Teacher is willing to accept emergency assignments.
2. The lesson can be adapted to unexpected interruptions.

II. CLASSROOM MANAGEMENT

A. Classroom control is reflected when:

1. Teacher sets up and maintains reasonable rules of conduct.

2. Pupil growth in self-discipline is encouraged.

B. Rapport with pupils is established by:

1. The consistent practice of fairness in teacher-pupil relationships.

2. Evidence of understanding and respect for pupils as individuals.

C. Efficient classroom routine is achieved by:

1. Effectively carrying out daily routines and administrative requests.

2. Good storage and distribution of educational supplies and materials.

III. KNOWLEDGE OF SUBJECT

Knowledge of subject has specific reference to the preparation of the teacher in the subject he is teaching. It has little to do with his skill in presenting it. He may, in fact, be rated very high in knowledge of subject and still be a weak teacher because he is unable to "get it across".

IV. PERSONAL CHARACTERISTICS

A. Responsibility, dependability lie in:

1. The teacher's recognition of his proper role as a part of the school organization. This sense of responsibility extends to:

   a. Acceptance of obligations for the educational growth and welfare of pupils.

   b. Performance of duties toward parents and the general public.

   c. Willingness to cooperate with all other school personnel.

   d. Willingness to participate in those activities, including extra-curricular, planned by the administration to promote professional growth.

   e. Being consistently punctual in all matters.

2. The acceptance of extra-curricular duties and inservice programs.

IV. PERSONAL CHARACTERISTICS - (continued)

B. Interest, enthusiasm:

1. Teacher has a sincere joy in teaching and love for pupils.
2. Innovations in education to upgrade our school system are accepted.

C. Effective Speech

Effective speech indicates a well-modulated and pleasing voice, clear enunciation, correct use of English, and use of words within the pupils' comprehension. It also avoids the use of inappropriate slang and verbal mannerisms to a degree that might distract from, rather than add to, the discussions at hand, and the use of other words or expressions unbecoming to the profession.

D. Personal Appearance

Personal appearance means good grooming, neatness and appropriateness of dress. In this, as well as in many other ways, men and women teachers should remember that they are setting examples and that although they are not expected to be fashion models, clothing should be socially approved and in good taste.

E. Health and Emotional Stability

Health and emotional stability indicate a state of well-being, both physical and mental. Evidence of health may be reflected by the attendance record and general vigor and vitality. Evidence of emotional stability may be reflected by the conduct of a teacher in relation to his class and his colleagues. A class should be conducted in a friendly manner with a consistent disposition, not likely to break down or give way during an unforeseen crisis.

V. PROFESSIONAL CHARACTERISTICS

A. Professional Ethics:

Professional ethics are those principles and moral convictions which guide and prompt the actions of the teacher in the fulfillment of his calling. Pride in the profession, loyalty to the schools, membership in professional organizations, an appreciation of the dignity of the individual, and intellectual integrity are necessary elements of a good code of ethics. They lead to the most desirable educational goals and to the finest achievements humanly possible in the teacher's thoughts and actions.

V. PROFESSIONAL CHARACTERISTICS - (continued)

B. Professional Growth

Professional growth is shown by a continuing improvement in the use of acceptable teaching techniques, in a deepening of one's understanding of child nature and in the ways in which the child can learn, in a versatile and imaginative approach to the teacher's classroom teaching, in the extent and range of professional reading, and in the satisfactory blending of the roles of the individual as both a good teacher and a good citizen. Graduate study, not only as a worthy objective in itself, is also an endowment to the profession and leads to enrichment of the teacher's own confidence, ability, and pride in himself as a professional.

C. Acceptance of Policies and Procedures

Acceptance of policies and procedures is a constant test and measurement of the teacher's ability to faithfully carry out administrative courses of action. This includes the use of authorized textbooks and curriculum guides, and of certain methods of teaching and evaluation. The teacher's personal conduct and attitude toward pupils, parents, fellow-teachers, and school administrators is still another test of willingness to accept policies and procedures.

EXPLANATION OF GRID: The five columns on which teachers are to be rated are:

1. Very Good   2. Good   3. Satisfactory   4. Weak   5. Unacceptable

GUIDE TO INTERPRETATION OF SCALE USED ON TEACHER EVALUATION FORMS

Any grading system, if it is to be used by a considerable number of people, can only be fair and effective if there is common agreement and understanding as to the real significance of each point in the system; what it actually stands for and how it should be applied in our efforts to upgrade the quality of teaching in the Toledo Public Schools. It is toward this end that the following suggestions are made.

A. The number 3 rating should be the point of departure. A check there should indicate that the teacher is showing the degree of professional qualities and growth to be expected and desired in a beginning teacher in the Toledo School System. It would suggest satisfactory accomplishment.

B. A number 4 rating would indicate that the evaluator has observed certain weaknesses or deficiencies which should be corrected or improved upon if the teacher wishes to meet the standards considered to be desirable for a member of our teaching staff.

C. A number 5 rating would signify that these weaknesses and deficiences are of such a serious nature as to indicate probable disapproval for future employment, unless substantial improvement is shown.

D. A number 2 rating would suggest that instances had been observed where unusual skills, abilities, and attitudes were in evidence and where the teacher's accomplishments were in excess of the basic requirements for a satisfactory rating.

E. A number 1 rating would be given only where the teacher's performance in the several facets of his position were of such meritorious nature that he should receive special recognition.

On the basis of the above interpretations of the evaluation scale, it is understood that a rating of a majority of "3's", particularly in those areas of teaching techniques and classroom management, is a satisfactory rating and implies that the teacher is to be considered for future employment.

TEACHER PERSONNEL OFFICE
Board of Education
Toledo, Ohio

EVALUATION SUMMARY

Period of Sept.-Dec._______, Jan.-March______ School Year_______________

Teacher_________________________________School________________ Grade or Subject__________________

Contract Status 1st yr.___ 2nd yr.___ 3rd yr.___ Limited Certification____Yr. of Service

I - TEACHING TECHNIQUES	High 1	2	3	4	Low 5
A - Skill in planning, preparing					
B - Skill in motivating, winning pupil participation					
C - Skill in questioning					
D - Skill in making assignments					
E - Skill in using instructional materials					
F - Skill in providing for individual differences					
G - Skill in developing good work habits and attitudes					
H - Skill in adapting to unforeseen changes					
II - CLASSROOM MANAGEMENT					
A - Classroom control					
B - Rapport with pupils					
C - Efficient classroom routine					
III - KNOWLEDGE OF SUBJECT					
IV - PERSONAL CHARACTERISTICS					
A - Responsibility, dependability					
B - Interest, enthusiasm					
C - Effective speech					
D - Personal appearance					
E - Health, emotional stability					
V - PROFESSIONAL CHARACTERISTICS					
A - Professional ethics					
B - Professional growth					
C - Acceptance of policies					

Check one of the following on each report:

1. Making satisfactory progress ____________
2. Making some progress but additional help and observations are necessary. ____________
3. Making unsatisfactory progress ____________

To be checked on the March report of the first year evaluation: Recommended for a second one-year contract
YES__________
NO__________

Check on the March report of the second year of evaluation: Recommended for a four-year contract
YES__________
NO__________

Recommended for a third one-year contract
YES__________
NO__________

To be checked on the March report of the third year evaluation: Recommended for a four-year contract
YES__________
NO__________

For teachers (limited certification): Do you recommend reappointment
YES__________
NO__________

TIMES TARDY______ TIMES ABSENT______

Date of Conference____________________

Signatures show that a conference has been held and that the teacher has seen, although not necessarily approved, this report and discussed the items with the evaluator.

____
Evaluator's Signature

____
Teacher's Signature

____
Principal's Signature

USE OTHER SIDE FOR: Commendable Points and Improvable Points

XIV. EXAMPLES OF POSITION DESCRIPTIONS

An Evaluation of Teaching Performance

-From Cincinnati Teacher Evaluation Program (1952 Plan)
Cincinnati Public Schools
Cincinnati, Ohio

1. Personal Qualities and Performance

a. Staff Relationships

1. Promotes friendly intra-school relationships
2. Adjusts easily to changes in procedure; does not consider his own program all-important
3. Carries a fair share of out-of-class responsibilities
4. Accepts criticism or recognition gracefully
5. Accepts group decisions without necessarily agreeing
6. Uses discretion and consideration in speaking of his school or colleagues
7. Cooperates with immediate administrators and supervisors

b. Community Relationships

1. Works understandingly and cooperatively with parents
2. Supports and participates in parent-teacher groups
3. Participates in community activities
4. Interprets the school's program and policies to the community as occasion permits

c. Appearance and Manner

1. Dresses appropriately; is well-groomed, and poised
2. Speaks clearly, using good English in a well modulated voice
3. Shows genuine respect, concern and warmth for others, both child and adult
4. Attempts to correct personal habits and mannerisms which detract from effective teaching
5. Is physically able to perform his duties; is not handicapped by too frequent absence or illness
6. Maintains sound emotional adjustment; is calm and mature in his reactions

2. Teaching Performance

a. Teaching Techniques

1. Helps each child set appropriate goals for himself
2. Varies method and content to suit individual differences and goals
3. Directs interesting, varied, and stimulating classes
4. Practices principles of democratic leadership with children and adults
5. Plans each day carefully, but is flexible in utilizing immediate educational opportunities
6. Helps children develop and strengthen their moral and spiritual qualities

b. Classroom Environment

1. Maintains an attractive and healthful classroom
2. Has work areas arranged for maximum pupil stimulation and accomplishment
3. Recognizes each child's emotional and social needs
4. Has genuine concern for all his children regardless of their cultural, intellectual, or academic status
5. Is respected by pupils; secures voluntary cooperation; has a minimum of behavior problems
6. Handles behavior problems individually when possible

c. Pupil Growth

1. Helps children achieve satisfactorily in skill subjects
2. Helps children evaluate themselves and their growth as a means to further growth
3. Encourages growth in democratic participation and sharing of responsibilities
4. Helps students integrate their learning experience into a meaningful pattern
5. Encourages pupils to make their own judgments according to their various levels of maturity
6. Helps children acquire good study and work habits
7. Helps children develop the ability to work profitably in classroom situations

3. Professional Qualities

1. Displays the refinement, character, and objectivity expected of the professional person
2. Is proud of his profession and attempts to promote respect for it
3. Accepts personal responsibility for compliance with rules and for attention to administrative requests
4. Does not abuse privileges
5. Is continuously growing professionally through study, experimentation, and participation in professional activities
6. Is critical of, and constantly trying to improve his own work
7. Initiates or participates fully in activities designed to meet the needs of his particular school
8. Possesses adequate subject matter background

Evaluation of Teaching Services

-From San Francisco Unified School District
San Francisco, California

1. Classroom Teaching

- a. Demonstrates knowledge of subject-matter of courses or of grades taught
- b. Displays knowledge of curricula, teaching materials and methods
- c. Incorporates immediate and long range goals of instruction
- d. Plans well for each day's and each semester's work
- e. Provides for individual differences
- f. Displays resourcefulness in teaching
- g. Secures desirable results in teaching
- h. Is fair and impartial in grading pupils
- i. Controls large groups effectively
- j. Takes sustained and effective care of discipline problems
- k. Accepts responsibility for continuous supervision of class
- l. Respects worth and dignity of the pupil as an individual
- m. Works effectively with pupils and holds their respect
- n. Attends to the physical conditions and appearances of classroom
- o. Handles registry or daily routine satisfactorily
- p. Keeps accurate and legible records

2. Personal Characteristics

- a. Shows care in personal appearance and grooming; dresses appropriately
- b. Has poise and voice control
- c. Condition of health permits regular attendance and necessary activity
- d. Evidences emotional stability
- e. Exercises good judgment and tact
- f. Accepts suggestions for improvement in a cooperative spirit

3. Out-Of-Classroom Responsibilities

- a. Participates in sponsorship of student activities, and in the supervision of pupils in out-of-classroom situations
- b. Supervises hallways or yards as required
- c. Follows established plans for emergencies
- d. Adheres to professional ethics and demonstrates positive attitudes toward the teaching profession
- e. Maintains growth in teaching through a professional program
- f. Cooperates with entire staff
- g. Contributes to the success of faculty or departmental meetings
- h. Works effectively with parents
- i. Is prompt and accurate in filing reports
- j. Is prompt in arrival at school and classes and observes other required time schedules

Factors in Teaching to be Used in Qualitative Evaluation

-From Evaluation of Teacher Services
Montgomery County Public Schools
Rockville, Maryland

1. Scholarship

a. Preparation - Command of English (diction; absence of grammatical errors and colloquialisms; unity and coherence in expression of ideas, written and oral; skills in spelling and handwriting)

- Specific Knowledge (accuracy, quantity and organization of subject matter; familiarity with sources of material, course of study and visual aids resources)

- General Scholarship (breadth of information and experience and an understanding of their use)

- Professional Knowledge (knowledge of current educational theories and practices; knowledge and use of educational psychology)

b. Evidence of Professional Growth

- Use of Data (increased use of a scientific and objective approach to educational problems; increased seeking for better and more intelligent ways of working with and for young people, using principles of child study, educational psychology and on-the-job research)

- Effort Toward Improvement (inservice study; college courses; professional reading; travel; cultural activities)

2. Teaching Power

a. Selection and Organization of Subject Matter

- Definiteness of aim
- Compatibility with courses of study
- Adaptation to pupil's needs, interests and capacity
- Recognition of the sequences in which skills are developed

b. Resourcefulness

- Sense of proportion (time, emphasis, energy, materials)
- Use of illustrative materials
- Use of teacher and pupil experiences for the enrichment of content and inter-relationship of subject areas

c. Motivation

- Use of "problem approach"
- Acceptance by pupils of common goals
- Acceptance of contributions of pupils with respect
- Development of learning readiness

d. Observable Skills

- Use of questioning
- Direction of supervised study
- Use and nature of assignment
- Treatment of pupil responses
- Organization of daily plan as a unit of growth

e. Observable Outcomes

- Efficient functioning of habits and skills (promptness, regularity and good form; respect for self and school authorities; good lesson preparation)

- Command of subject matter (accuracy of information; breadth and depth of information)

- Thinking ability (recall and selection of significant facts; coherence of ideas; ability to draw sound conclusions)

- Expression (clearness, grammatical correctness, precision and conciseness of English; good vocalization and bodily attitudes)

3. Executive Ability

a. Classroom Management

- Skill in organizing and handling materials
- Skill in the care and use of materials and equipment
- Sensitivity to the environment such as lighting, heating, ventilation and seating arrangement
- Ability to reorganize the classroom to fit different learning situations

b. Personal Organization

- Ability and willingness to plan
- Ability to get things accomplished
- Ability to interpret the educational program to parents
- Proficiency in performance of clerical routines such as attendance, records, pupil records and inventories
- Observance of school routines (legal school hours; regularity in attendance; responsibility for children at all times; punctuality at all meetings)
- Ability to accept responsibility for the general welfare of the school
- Ability to make decisions

4. Professional Responsibility

a. Participation in professional organizations
b. Respect for and discretion in the use of professional information

c. Loyalty to co-workers, principal and other school personnel
d. Exchange of helpful ideas, methods, materials and abilities with co-workers
e. Exhibition of pride in the teaching profession
f. Recognition and appreciation of the contributions of co-workers
g. Recognition and appreciation of the cultures and religions of others
h. Respect for group decisions
i. Observance of school policies and administrative procedures

5. Personality

a. Appearance (cleanliness; neatness; appropriateness of dress; posture)

b. Voice (rate of speech; distinctness of enunciation; modulation)

c. Power (adaptability; health and vigor; emotional stability and self-control; initiative; positive leadership; confidence; personal magnetism; tact)

d. Character (kindness; cheerfulness and optimism; sense of humor; sense of fair play; integrity; morality; loyalty)

e. Cooperation (open-mindedness; sympathy and cordiality in contacts with pupils and fellow workers; ease and graciousness in contacts with parents; respect for the established mores of the school and community)

Criteria For Teacher Evaluation

-From Teacher Evaluation Procedures
Kirkwood Board of Education
Kirkwood, Missouri

1. Personal Qualities

a. Has enthusiasm for, enjoys and displays an interest in teaching

b. Understands and likes children; establishes and maintains rapport with children; is friendly and approachable

c. Shows originality and initiative; proceeds on his own

d. Expresses self appropriately; uses correct English; expresses thoughts in well-chosen words; is easily understood

e. Is calm and mature in his reactions; has self-control; able to cope with the unexpected; shows sound judgment; knows and does the right thing at the right time; responds positively to constructive criticism

f. Is reliable; is punctual; completes duties promptly and accurately

g. Has poise; indicates self-confidence and commands respect from others

2. Instructional Skills

a. Has adequate knowledge of teaching area

b. Uses well-organized classroom plans; courses of study are followed; has knowledge of scope and sequence of own grade or subject as well as levels above and below

c. Uses a variety of teaching methods and aids; adapts teaching methods and aids to teaching situation. Is willing to try new techniques and experiment in their development

d. Is aware of individual learning differences; inspires pupils to advance at their own optimum rate; exposes pupils to a variety of materials and experiences. Measures pupils' progress effectively and realistically

e. Provides for individual emotional and physical differences; has genuine respect for worth and dignity of the individual child; makes child feel he is important and respected; sympathetic understanding of children

f. Stimulates creativity and an eagerness to learn

g. Encourages and develops independent study habits; promotes and maintains self-discipline in students

3. Classroom Control and Management

a. Effectively organizes and directs classroom activity; maintains control and discipline; establishes and maintains rapport with childen

b. Handles discipline problems appropriately; endeavors to find and eliminate cause of undesirable behavior; is fair and consistent

c. Exercises good classroom management; pays appropriate attention to physical condition and appearance of classroom; takes appropriate care of materials and equipment

4. Professional Attitudes

a. Observes ethics of the teaching profession as stated by professional code of NEA

b. Participates actively in professional organizations related to teaching matter

c. Seeks ways of improving ability and teaching effectiveness by continuing study; participates in grade-level or departmental meetings; attends institutes and workshops; takes additional work

d. Is continually striving to improve classroom performance

5. Teacher-Administration-Staff-Parent Relations

a. Administration:

1. Complies with authorized policies and procedures
2. Cooperates with administration
3. Is prompt and accurate with reports
4. Accepts his share of building responsibilities

b. Staff:

1. Accepts group decisions graciously and abides by them
2. Shares ideas and materials willingly with other staff members
3. Keeps his own work in proper balance with the total school program

c. Parent:

1. Accepts responsibility of talking with parents within framework of school policy and gives honest evaluations in a kind manner and attempts to work with parents for the best results

Characteristics of the Incentive Teacher

-From Teacher Evaluation Plan
Bloomfield Hills Schools
District No. 2
Bloomfield Hills, Michigan

1. Teacher's Role in the Classroom

a. Demonstrates evidence of preparation in the subject and for the grade teaching
b. Demonstrates evidence of short and long-term planning
c. Demonstrates an understanding of the individual uniqueness and distinct personality of the student
d. Uses a variety of teaching techniques
e. Arranges and provides for facilities in the classroom conducive to good learning such as (1) tables, (2) chairs, (3) bulletin boards, etc.
f. Evokes interest in learning
g. Shows evidence of a wide variety of procedures for appraising pupil achievement
h. Shows evidence that he recognizes the importance of the parent in relation to student evaluation

2. Teacher's Role as a Member of the Profession

a. Displays professionalism in attitude and performance
b. Indicates a sincere enthusiasm for the job
c. Continues the pursuit of academic preparation
d. Displays responsible attitude toward school policies
e. Maintains membership in local, state and national organizations related to his field
f. Communicates effectively with parents

3. Teacher's Role as an Individual

a. Demonstrates a willingness for self-evaluation and self-improvement
b. Exemplifies mature behavior and emotional stability
c. Shows evidence of adaptability and physical stamina
d. Demonstrates command of the English language
e. Is consistently well-groomed
f. Uses humor judiciously

XV. ADMINISTRATIVE AND SUPERVISORY EVALUATION

PURPOSES

OF

EVALUATION

Administrative and supervisory evaluation is centered upon job performance with a minimum of emphasis upon rating, as such. Job targets are basic elements in the process.

The objectives of the job targets approach to performance are:

-- **Emphasize the importance of scope in job understanding**

-- **Establish both short and long-term goals toward which efforts can be made to bring about desirable improvement**

-- **Identify and relate specific job targets to day-to-day job performance**

-- **Set goals; work for accomplishment; evaluate results; plan for the future**

-- **Strive for higher performance quality**

-- **Foster promotability**

Source: Prepared by Dr. George B. Redfern, Associate Secretary, A.A.S.A., Washington, D.C., for the Fairfax County Public Schools.

PLAN OF EVALUATION

Each appraisee has an evaluator, usually his immediate superior, plus the person next higher in the leadership "ladder," who functions as a reviewer.

Evaluator - The person having immediate direction and supervision over the appraisee

Reviewer - The next higher administrator or supervisor above the evaluator having some knowledge of the work of the appraisee

1. The evaluator works closely with the appraisee in defining the scope of the job, establishing job targets, appraising performance, and conferring with the appraisee.

The reviewer scrutinizes the evaluation of the evaluator making pertinent comments and requiring justifications for the judgments of the evaluator

2. Administrators and supervisors may be evaluated in 1st and 3rd years of probationary period. Second year is passed unless performance during 1st year is not satisfactory. In which case, the person is also evaluated in the 2nd year. After probation period is passed, evaluations are required in 7th, 11th, 15th, etc. years.

3. Scope of job is deemed to be the major areas of responsibilities.

4. Job targets are specific duties or responsibilities (within broad areas) which become the objects of emphasis during the year.

5. An estimate of over-all performance is also made

EVALUATION STEPS

A timetable is established in order to assure that each step in the evaluation process is completed on time.

Date	Action
Not later than November 15	(a) Notifications are sent to appraisee, indicating names of evaluator and reviewer (b) Instructions and forms are provided
Not later than November 30	(a) Appraisee suggests job targets (b) Evaluator reacts to suitability of (a) suggesting additions or revisions as circumstances dictate
Between December 1 and March 31	(a) Regular administrative and supervisory contacts are carried out
As soon after March 31 as possible	(a) Appraisee completes self-evaluation; send form to evaluator
During month of April	(a) Evaluator holds evaluation conference with appraisee
By June 1	(a) All evaluations are completed; forms are sent to proper central office department or division

EVALUATION PROCEDURES

The evaluation procedures consist of:
- (a) definition of scope and job targets
- (b) reaction of evaluator to above
- (c) administrative and supervisory contacts
- (d) self-evaluation
- (e) tentative evaluation of evaluator
- (f) reactions of reviewer
- (g) evaluation conference
- (h) follow-up action

(a) Definition of scope and job targets	- The appraisee is required to consider the broad areas (scope of the job) of his duties and responsibilities. He identifies specific duties and responsibilities which will be the job targets for the year
(b) Reaction of evaluator to scope and job targets	- Evaluator reacts to proposals of appraisee, suggesting revisions and/or additions
(c) Administrative and supervisory contacts	- Evaluator carries out regular administrative and supervisory contacts, offering appropriate help to the appraisee and inquiring, from time to time, as to progress being made
(d) Self-evaluation	- Appraisee makes a self-evaluation, i.e., indicates extent of accomplishment on job targets as well as making an estimate of achievement in broad job areas
(e) Tentative evaluation of evaluator	- Evaluator makes tentative estimate of accomplishment of appraisee in three areas: namely, broad areas, job targets, and overall performance
(f) Reactions of reviewer	- Evaluator requests reviewer to check his evaluation estimates before final judgments are made. Reviewer responds, in writing, to evaluations of evaluator
(g) Evaluation conference	- Evaluator finalizes evaluations and holds an evaluation conference with appraisee, giving justifications for evaluations
(h) Follow-up action	- Evaluator and appraisee cooperatively determine appropriate follow-up action

SCOPE OF POSITION

The scope of a principal's position is illustrated by some of the broad areas indicated below.

(Possible Areas)

1. INSTRUCTION - Helping teachers plan and carry out effective learning activities for pupils

2. ADMINISTRATION - Utilizing organizational and management techniques to expedite and facilitate the instructional program

3. PERSONNEL MANAGEMENT - Employing and utilizing the services of teachers and non-teaching personnel for maximum effectiveness

4. PUPIL PERSONNEL - Organizing and directing the educational programs and activities of pupils

5. BUSINESS MANAGEMENT - Conducting and controlling the business and fiscal affairs as well as the physical facilities of the school

6. COMMUNITY-PUBLIC RELATIONS - Maintaining close contact with and interpreting to the community and public the schools' objectives and program

7. PROGRAM DEVELOPMENT - Planning and implementing changes and improvements in the educational program of the schools

JOB TARGETS

Illustrative of specific job targets for principals are the following:

(Areas)		(Targets)
1. INSTRUCTION	- (a)	Improving mathematics instruction in intermediate grades
	(b)	Instituting new plan for independent study in senior English Classes
2. ADMINISTRATION	- (a)	Initiating ungraded organization in primary grades
	(b)	Developing flexible period schedule for senior high social studies classes
3. PERSONNEL MANAGEMENT	- (a)	Introducing revised plan of orientation and induction for new teachers
	(b)	Organizing new plan for teacher-principal conferences
4. PUPIL PERSONNEL	- (a)	Revising cumulative record forms
	(b)	Formulating new plan for handling chronic absentee cases
5. BUSINESS MANAGEMENT	- (a)	Working out improved plan for distribution of supplies and instruction materials
	(b)	Installing more careful procedures for supervision of custodial staff
6. COMMUNITY-PUBLIC RELATIONS	- (a)	Organizing parent-teacher advisory council to improve school-community relations
	(b)	Publishing periodic newsletter for parents and patrons of the school
7. PROGRAM DEVELOPMENT	- (a)	Initiating program of evaluation of effectiveness of college preparatory program.
	(b)	Changing marking practices in junior high school

OVER-ALL PERFORMANCE

Over-all performance stresses techniques of administration and supervision

1.	**Knowledge**	**- Depth and breadth of knowledge in school management**
2.	**Planning**	**- Evidence of planning in administrative action**
3.	**Organization**	**- Ability to organize own work plus that of others**
4.	**Initiative**	**- Willingness to act without undue prodding**
5.	**Follow-through**	**- Skill in carrying out plans and actions**
6.	**Decision-making**	**- Evidence of soundness in making decisions**
7.	**Communication**	**- Extent to which superiors and subordinates are kept informed**
8.	**Staff Involvement**	**- Utilization of staff in management of school**
9.	**Temperament**	**- Emotional maturity**
10.	**Cooperation**	**- Willingness to get along with others**
11.	**Loyalty**	**- Allegiance to colleagues and school system**
12.	**Dependability**	**- Steadfastness in fulfilling responsibilities**
13.	**Imagination**	**- Ability to innovate and try out new ideas**
14.	**Accountability**	**- Willingness to assume responsiblity for own behavior**
15.	**Judgment**	**- Capacity for using good sense in actions taken**

GUIDELINES FOR EVALUATING

1. **Analyze performance.** What measurable results have been accomplished?

   (a) Look for evidences of achievement
   (b) Note quality as well as quantity
   (c) Estimate extent of "forward movement."

2. **Evaluate methods used.** How does the individual get job done? Does he work with and through his staff?

   (a) Does he delegate?
   (b) Does he lead or dictate?
   (c) What are his work attitudes?
   (d) Does he develop his people?

3. **Assess personal qualities.** What impression does the individual make upon his subordinates? Peers? Superiors?

   (a) What is his strongest single personal quality?
   (b) What are his most significant weaknesses?
   (c) What quality needs most immediate attention?

4. **Determine potential for advancement.** What is the individual's promotability?

   (a) Is he immediately promotable?
   (b) Does he require further experience before ready for promotion?
   (c) Is present level of position probably terminal for him?

5. **Indicate action for improvement.**

   (a) Is more training needed?
   (b) Is a transfer advisable?
   (c) Is any particular kind of counseling needed?
   (d) Is demotion in order?

EVALUATION OF

COMPETENCE IN ADMINISTRATION AND SUPERVISION
(In triplicate)

In space below, evaluate the appraisee's degree of competence in each of the specific areas of administration and supervision. (It is recognized that these assessments may be general impressions and hopefully may provide topics for discussion in the evaluation conference and may offer areas for further follow-up action.)

AREA	DEGREE OF COMPETENCE				
	5	4	3	2	1
KNOWLEDGE (Depth and breadth in school management)					
PLANNING (Evidence of planning in administrative action)					
ORGANIZATION (Ability to organize work of self and others)					
INITIATIVE (Willingness to act without undue prodding)					
FOLLOW-THROUGH (Skill in carrying out plans and actions)					
DECISION-MAKING (Evidence of soundness of decisions)					
COMMUNICATION (Ability to keep superiors and subordinates informed)					
STAFF INVOLVEMENT (Utilization of staff in school management)					
TEMPERAMENT (Emotional Control)					
COOPERATION (Ability to get along with others)					
LOYALTY (Allegiance to colleagues and school system)					
DEPENDABILITY (Steadfastness in fulfillment of responsibilities)					
IMAGINATION (Ability to innovate)					
ACCOUNTABILITY (Degree of responsibility for own behavior)					
JUDGMENT (Capacity for using good sense)					

Comments (if any) regarding above assessments:

Evaluator ______________________ Date of evaluation ______________

Reviewer ______________________ Date of review ______________

EVALUATOR'S ASSESSMENT
(In triplicate)

Appraisee ______________________ **Position** ______________________

Evaluator ______________________ **Reviewer** ______________________

In space below, write a general statement of your evaluation of the degree to which you feel the appraisee achieved the job targets which were chosen for the year. (Comment with regard to each target or make a general statement for all.) Be explicit. Avoid over-generalizations.

In this space, make an overall assessment of how well you think the appraisee performs in each of the major areas of performance. (5 is a high degree of achievement 1 is a low degree of achievement)

Major Area		DEGREE OF ACHIEVEMENT				
		5	4	3	2	1
I.	INSTRUCTION					
II.	ADMINISTRATION					
III.	PERSONNEL MANAGEMENT					
IV.	PUPIL PERSONNEL					
V.	BUSINESS MANAGEMENT					
VI.	COMMUNITY-PUBLIC RELATIONS					
VII.	PROGRAM DEVELOPMENT					

SELF EVALUATION FORM
(In duplicate)

Name ____________________ **Position** ____________

School or Office ____________________ **Evaluator** ____________

Reviewer ____________

Evaluation year: 1 2 3 7 11 15 19 23 (Encircle appropriate year)

Major Area (I)	List Job Targets (II)
INSTRUCTION	
ADMINISTRATION	
PERSONNEL MANAGEMENT	
PUPIL PERSONNEL	
BUSINESS MANAGEMENT	
COMMUNITY-PUBLIC RELATIONS	
PROGRAM DEVELOPMENT	

Directions to Appraisee:

1. Consider major areas in Column I. Identify specific targets or work objectives which are believed to be likely to improve performance. Select those which offer greatest possibility of achieving maximum degree of qualitative improvement.
2. Discuss targets with your evaluator. Get his advice, counsel, and approval of targets.
3. Write targets in appropriate spaces in Column II.

4. **During year work to achieve targets**
5. **Make two copies of self-evaluation of degree to which targets were achieved (give one copy to evaluator).**
6. **Schedule evaluation conference with evaluator; hold conference.**
7. **Receive evaluator's assessment of your job targets.**
8. **Plan for future.**

SELF-EVALUATION
(In duplicate)

Directions: In Column I, list target as it appears on reverse side of this form and in Column II check the degree to which you believe the target was achieved. In the space below the evaluation write a brief statement explaining why you feel the targets were or were not achieved as you hoped at the outset. Also feel free to indicate any restraints that prevented achievement or actions that facilitated accomplishment.

List Job Targets	Self-Evaluation				
	5	4	3	2	1

Evaluation Key: 5 represents highest degree of achievement; 1 indicates lowest amount of achievement.

COMMENTS: (List below the rationale for above self-assessments)

Signature of Apraisee ______________________________

Date of self-evaluation ______________________________

XVI. FAIR DISMISSAL STANDARDS OF THE NATIONAL EDUCATION ASSOCIATION

FAIR DISMISSAL STANDARDS

of the

NATIONAL EDUCATION ASSOCIATION

Commission on Professional Rights
and Responsibilities

as adapted to Ohio by the

OHIO EDUCATION ASSOCIATION

Commission on Professional Rights
and Responsibilities

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Introduction

The National Education Association's Commission on Professional Rights and Responsibilities has had the opportunity to study the status of fair dismissal standards in public education for more than 25 years. It has maintained a continuing interest in fair dismissal standards and in February, 1969 issued a publication which emphasizes the changing status of fair dismissal rights—both substantive and procedural—and which sets forth what it believes to be optimal fair dismissal standards.

That publication is approved and endorsed by the Ohio Education Association and its contents are reproduced here with modifications necessary for adaptability to Ohio.

Provisions for Fair Dismissal

FAIR DISMISSAL rights should be accorded all teachers* and should be embodied in every type of contractual agreement between the school board and the teacher—in the limited contract, the continuing contract and the supplemental contract. The employment status of *any* teacher should not be altered to his detriment (increment withheld, demotion, involuntary transfer, suspension, non-renewal of contract, dismissal) except for just cause and then not without an adequate fair procedure that guarantees to protect both the teacher and the dismissing agency. The need to meet adequate fair procedural standards has not been fully recognized in Ohio. This is particularly true with respect to non-renewal of limited contracts.

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*The term "teacher" includes all certificated personnel unless the context requires otherwise.

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Statutory provisions for fair dismissal are generally provided through one of the following mechanisms: the limited contract, continuing contract or the supplemental contract.

- The limited contract is an agreement concerning working conditions reached between the teacher and the board of education which should set forth the teacher's regular duties. A limited contract is binding for a specified length of time not to exceed five years. At the end of the contract term, under law, the board is not required to reemploy a teacher.
- The continuing contract is an agreement concerning working conditions reached between the teacher and the board of education which should set forth the teacher's regular duties. A continuing contract is binding until the teacher resigns, elects to retire, is retired pursuant to section 3307.37, Revised Code (involuntary retirement based on age 70 or over) or until the contract is terminated or suspended, pursuant to law.
- A supplemental contract is a special form of limited contract and is an agreement between the teacher and the board of education whereby the teacher agrees to perform some particular duty or duties in addition to regular teaching duties in exchange for a specified additional compensation. It may supplement either a limited contract or a continuing contract. Supplemental contracts are binding for the term specified, which may not exceed five years.

The law relating to teachers' contracts entered after August 18, 1969 provides some security with regard to the right to continue the performance of the duties specified for the term of the contract. However, all contracts, whether limited or continuing, are subject to termination during their term on grounds of gross inefficiency, immorality, willful and persistent violation of reasonable rules and regulations of the board or other good and just cause pursuant to statutory procedures. While these procedures are apparently intended to meet the test of fair dismissal practices in that they provide for a hearing, they do not guarantee a hearing before a board that is impartial.

With respect to limited contracts, the non-renewal constitutes an arbitrary and often misused power in a board to dismiss without cause.

The difficulty of obtaining adequate protection against unfair dismissal for teachers through state legislatures is causing teacher leaders to seek alternate means of achieving this important membership objective. As a result, many teacher associations are now negotiating with their respective boards of education for contractual provisions which will assure fair dismissal procedures. Some negotiated contracts have assured more adequate protection for their memberships through the establishment of grievance procedures.

The Importance of Evaluation

The teacher has the right to evaluation of his performance and to assistance in improvement of that performance. Fair dismissal must pre-suppose that a full written record of evaluation of the teacher's professional service has been maintained. Evaluation should represent a continuing dialogue between the teacher and his evaluator concerning all aspects of the teacher's professional service. There should be mutually agreed upon written rules governing evaluation of the teacher. These rules should grow out of the following kinds of principles:

- All teachers prior to employment should be thoroughly advised as to the evaluative procedures and instruments which are provided for by policy. Teachers should be informed as to who shall observe and evaluate their performances and what the scope of the evaluator's authority will be.
- Items to be placed in the teacher's permanent file should be discussed between the teacher and the evaluator and should be signed by the teacher to signify his notification that the item will be placed in the file. The teacher should be provided the opportunity to write a rebuttal to the evaluator's conclusions. All materials placed in the file after initial employment shall be open to the teacher except for those confidential recommendations from outside the district.
- There should be a compilation of periodic observations of the teacher's professional services made prior to formal evaluation. The formal evaluation should cover all aspects of the teacher's professional service and not merely classroom observation reports.
- Evaluation records should show evidences of continuity and the variety of services examined.
- Each teacher should be provided with a copy of the formal evaluation report.
- Each teacher should be provided definite, positive assistance to correct professional difficulties and time to incorporate the recommended changes.
- All evaluation of the teacher's activities should be conducted openly and with the teacher's full knowledge and awareness.
- Evaluation should continue regularly throughout the teacher's service, although the supervisory burden will naturally be greater in the early years of teaching service.

Such an evaluation and assistance structure provides written records of performance which both the board and teacher may use, if necessary, in any ensuing dismissal proceedings. The process of written evaluation and assistance to the teacher guards against arbitrary and capricious dismissal. It is one more safeguard to give assurance that dismissal will be fair and just. It further can be seen as a device to assist the central administration in obtaining knowledge about the effectiveness of the district's supervisory relationships.

Substantive Due Process

Substantive due process requires that dismissal for just cause be based on specific criteria or standards for satisfactory service determined by the school board and through mutual agreement of the board and the teacher association. These employee responsibilities are described in statute, in board policy, and in contract, and imply that failure to meet minimum conditions may result in an action detrimental to the employee such as dismissal, suspension or termination of employment. These standards are often stated in the negative because of the difficulty of delineating all permissible forms of behavior.

Matters chosen as just cause for dismissal should be specific, well defined, and not easily lent to broad interpretation. The teacher should be thoroughly familiar with those substantive areas which relate to the performance requirements of his position. Too often substantive causes for dismissal are vague and indefinite. The imprecision of language can be seen as giving to the board very nearly *carte blanche* authority to dismiss without just cause whichever teacher it might not particularly favor.

Standards for substantive due process may vary from one jurisdiction to another. Certain federal and state statutes have prohibited discriminatory actions by the employer. Recent court decisions have proscribed specific discriminatory actions by boards of education. For instance, the courts have said that a teacher may not be dismissed because of privileged political activity or by reason of racial discrimination. However, to protect the teacher adequately against arbitrary, capricious or discriminatory action by the board, there should be definite written standards, mutually agreed to, for continued employment with which the teacher would be familiar *prior* to employment.

If this is done, a teacher would know by which criteria his performance would be judged even before accepting a position in the district. These criteria should be stated clearly enough that any deviation from them would be relatively obvious. They should also include a means of providing assistance if necessary, to the teacher in meeting the criteria and time to effect an improvement in the complained of behavior.

Substantive Rules

The rules governing the teacher's professional service must include safeguards which protect the teacher from arbitrary and capricious action by the board and which protect the board from using undue discretion. Such rules would dictate that:

- The language of the rule permit it to be applied consistently by different supervisors in different places at different times and against different employees. For example, "Teachers are prohibited from making speeches on school time to massed assemblies of teachers during the period starting one hour before the opening of polls for voting and ending with the closing of the polls on the day of a scheduled association election."
- Any behavior which could lead to an action detrimental to the employment status of the teacher be predetermined before time of such conduct for which a teacher is to be held accountable. For example, a teacher sends personal memoranda through inter-office mail facilities. There is no regulation prohibiting this practice. Subsequent to his sending the memoranda, a rule prohibiting such activity becomes official school policy. The teacher should not be prosecuted because his non-conforming action took place before the rule became official school policy.

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- The rule must be clear and definite enough to give teachers fair notice in advance of what behavior to avoid. For example, "A teacher may be dismissed on judgment rendered by a court learned in the law for conviction of a felony or of any crime involving moral turpitude."
- The rule must have an ascertainable standard of noncompliance or it fails for vagueness. "A teacher may be dismissed for unprofessional conduct." Unless "unprofessional conduct" is defined, the teacher has no idea what is expected of him and cannot realistically comply with the rule. However, when the rule states, "A teacher may be dismissed for unprofessional behavior which shall be defined as a finding of violation of the *Code of Ethics of the Education Profession* as interpreted by the profession," the teacher has an ascertainable standard with which he can comply.

Defects in Just Cause

Some statutory provisions fail to meet a test of adequate substantive due process allowing school boards to apply some standards much too broadly and failing to inform teachers as to their specific employment obligations. The sweeping language of some of the terms allows interpretation of some provisions to vary immeasurably from one district to another. For example, common statutory language frequently includes such terminology as: "unprofessional conduct," "immorality," "incompetency," and "insubordination" as bases for dismissal. It is rare that specific definitions of such terms are part of the statute. The teacher must adjust himself to new definitions of terms when he moves from one district to another. In one district, "unprofessional conduct" may mean smoking on school grounds; in another, it may mean wearing sideburns and a beard.

When terms such as these are left undefined, it places an undue burden on the teacher to seek out precisely what behavior is forbidden. However, the teacher does not as a normal course of action seek out the specifics of the forbidden behavior. He instead may tend to avoid any kind of behavior which might possibly fall within the scope of the undefined terms. Therefore, the uncertainty over exactly what behavior is forbidden may be seen to intimidate the teacher and may force inappropriate conformity in contrast to the more necessary academic teaching freedom of the school environment.

The necessarily subjective quality of much of the teacher's behavior makes the optimum application of the principles of substantive due process difficult and further this necessarily increases the burden of procedural means of safeguarding the teacher's right to employment security. It becomes imperative that procedural due process be well-developed.

Procedural Due Process

Procedural due process requires that the opportunities for defense by the accused teacher meet the test of "fairness." For example, fairness would place the burden of proving a rule violation upon the board. Procedural due process guarantees the teacher the right to a fair hearing and at the same time protects the school patron from the bad effects of defective, arbitrary administrative action.

Teachers who have acquired continuing contract status have greater protection against dismissal than those teachers who have not yet received continuing contracts. The tenure teacher *should* retain his permanent status, once reached, even if his assignment within the school system is altered, or even if he moves from one school system to another within the same state. (The latter has not yet been achieved in Ohio.)

The rights of the teacher on limited contract have generally been much less extensive than those of the continuing contract teacher. The former has, however, the right to automatic tenure if continued in service beyond the limit of the probationary period. The limited contract teacher should have a right to be provided with adequate written reason for non-renewal or failure to be advanced to tenure, and to a hearing to defend upon his request. Ideally, all procedural due process (such as the right to a hearing, the right to a written statement of charges) provided the teacher on continuing contract should be accorded the limited contract teacher. Ohio law, which fails to recognize the equivalancy of non-renewal of a limited contract with termination, fails to meet this ideal standard. The causes for dismissing a probationary teacher might not necessarily be restricted to those causes which justify dismissal of a permanent teacher, but should, nevertheless, be equally specific.

If it should become necessary to suspend any teacher, certain procedures must be followed to ensure fairness to both teacher and board. Suspension of a teacher is justified *only* if immediate harm to himself or to others is threatened by his continuance. The suspended teacher should be paid his full salary for the duration of the required hearing proceedings.

(1) Procedural Rules

If it should become necessary to institute dismissal proceedings against any teacher, certain procedures must be followed to ensure fairness. The standards set forth below should represent the minimal standards for fair dismissal:

- There must be a written statement of rights accorded the teacher during any kind of punitive action.
- A definite time schedule for dismissal proceedings within the school setting should be written, made available to all, and adhered to. A time schedule assists both teacher and board in expediting equitable resolution of their disagreement.
- Any teacher who is to be dismissed (by either contract termination proceedings or non-renewal of a contract) should have written notice of the administration's intended action, together with a written statement of the reasons for the intended action. The written statement of reasons should be made available to the teacher at the time of the notice of the intended action.
- Receipt of notice should be followed by a termination conference during which time the teacher may discuss the dismissal decision. The conference should be made a matter of written record with time and date included.
- The teacher has the right to re-

ply to charges if so desired within a specified amount of time.

- Any teacher who has been notified of intent to dismiss may request a hearing at which he will have the opportunity to confront and cross examine hostile witnesses and to rebut all evidence introduced against him as well as present witnesses and evidence in his own behalf. Existing Ohio law provides for such a hearing in contract termination matters, provided the teacher makes written request therefor within 10 days of receipt of the notice of intent to terminate. The existing Ohio law makes no provision for hearing in matters involving non-renewal of limited contracts.
- Any teacher who has been notified of intent to dismiss must be informed of his right to counsel or association assistance and representation, if desired.
- Any teacher who has been notified of intent to dismiss has the right to undertake with his representative a complete review of his own personnel file.
- The teacher has the right to request a copy of the record of the hearing.
- The records of the hearing should be made available for review by any appropriate agency upon the request of the teacher.
- Board action is subject to appeal by law.

(2) Using Third Parties

In order to relieve the board of education somewhat of its traditional triple (and frequently conflicting) role as prosecutor, judge, and jury, the administration's recommendation for punitive action against a teacher should be reviewed by an impartial panel or person, upon the request of the teacher against whom punitive action is being considered. The panel will then make its own recommendation for action to the school board. Until such time, the board of education would not be involved in discussion or decision on the punitive action. The panel's recommendation and the board's action on it must be made a matter of written record with time and date included. Some states are considering other proposals to resolve this problem. Some are considering Professional Practices Commissions or Tenure Commissions to which the teacher may appeal for assistance. In any case, school districts and associations are recognizing the need to provide an impartial third party in any appeal procedure, reserving the courts as a forum of last resort.

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